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**1985-1986
GRADUATE CATALOG**

**11935 ABERCORN STREET
SAVANNAH, GEORGIA
31419—1997**

Special Note to Readers

This Table of Contents applies only to the graduate section of this merged catalog. A separate Table of Contents in the Undergraduate Section applies to undergraduate contents. The Index applies only to graduate contents.

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Departmental Coordinators

Biology	Gottfried, Bradley
Chemistry	Harris, Henry
Education-Elementary	Ward, Paul
Education-Physical	Sims, Roy
Education-Secondary	Stokes, William
English	Strozier, Robert
Government	

Criminal Justice	Magnus, Robert
Political Science	McCarthy, John
Health Science	Parsons, Dennis
History & Political Science ...	Warlick, Roger
Mathematics	Vacant

History

The development of graduate education at Armstrong State College is linked to a history of graduate course offerings in Savannah which has involved several institutions of the University System of Georgia. Prior to 1968, only off-campus extension courses from the University of Georgia and other institutions were offered in Savannah. In the summer of 1968, Savannah State College began offering courses in residence for their new master's degree in elementary education. This program was accredited by the Southern Association of Colleges and Schools and was approved by the Georgia State Board of Education.

In the Fall of 1971, Armstrong State College

and Savannah State College joined efforts to offer a joint program of graduate work. The combined faculties, library holdings, and facilities of the Colleges made possible the expansion of the graduate program to include a Master of Business Administration Degree Program; to add secondary options in the Master of Education degree program; and to supersede most of the off-campus courses offered in Savannah by other institutions. This Joint Graduate Studies Program of Savannah State College and Armstrong State College was fully accredited by the Southern Association of Colleges and Schools, with its degree programs in education approved by the Georgia State Department of Education.

Effective Fall, 1979, the Joint Graduate Studies Program was terminated by action of the Board of Regents, and Armstrong was authorized to continue its graduate offerings with a significant modification. All business administration programs, courses, and faculty were transferred to Savannah State College, and simultaneously, all teacher education programs, courses, and faculty were transferred to Armstrong State College.

In Winter, 1981, the Master of Health Science program was established. In Fall, 1981, the Master of Science degree with a major in Criminal Justice was approved by the Board of Regents. The graduate course work for the MS in Criminal Justice Program was initiated in the Fall quarter 1982. Specialist in Education Degree programs in Elementary, Special, and Secondary Education were approved during Summer 1984, effective Fall 1984. The graduate program leading to an M.A. in History was initiated in the Spring Quarter, 1985.

Purpose

The Graduate Program of Armstrong State College is dedicated to service through educational programs, community involvement, and to faculty and student research, scholarship and creativity. By offering advanced preparation to those who serve in the schools and in other professional activities, the program contributes to the development of professional people, and through them, to the well being of those whom these professionals serve. The philosophy of the Graduate Program affirms the dignity and worth of individuals and the realization that professional men and women must be productive, articulate, and pro-active.

Degree Programs

The following degrees are offered by the College.

Master of Arts in History with concentrations in:

- American History
- European History
- Historic Preservation

Master of Education with majors in:

- Biology (Deactivated)
- Business Education
- Chemistry (Deactivated)
- Early Elementary Education
- English
- General Science Education
- History (Deactivated)
- Mathematics
- Middle School Education
- Physical Education
- Political Science (Deactivated)
- Social Studies
- Special Education—Behavior Disorders
- Special Education—Learning Disabilities
- Special Education—Speech/Language Pathology

(English is available as an option without teacher-certification requirements.)

Master of Health Science with options in:

- Administration
- Computer Science
- Education
- Health Education
- Public Policy

Master of Science in Criminal Justice

Specialist in Education with majors in:

- Behavior Disorders
- Early Elementary Education
- English
- Learning Disabilities
- Middle School Education
- Science
- Social Studies

undergraduate course requirements, or other requirements for degree-seeking students. Refer to the departmental sections for specific information on these requirements.

General requirements for degree-seeking students include the following: applicants for all Master of Education programs must provide satisfactory scores on either the General Test of the Graduate Record Examination (GRE) or the Miller Analogies Test (MAT). Satisfactory undergraduate grades must be presented by all degree-seeking students. Applicants for the Master of Health Science program must provide satisfactory scores on either the Graduate Record Exam (GRE), the Graduate Management Admissions Test (GMAT), or the Miller Analogies Test (MAT). Applicants for the MS Degree in Criminal Justice must provide a satisfactory score on the General Test of the Graduate Record Exam (GRE) or the Miller Analogies Test (MAT). Applicants for the M.A. Degree in History must provide satisfactory scores on both the Aptitude and the History Subject Tests of the Graduate Record Exam (GRE).

Admission to some programs may require satisfactory scores on either the appropriate Specialty Area of the NTE or the appropriate Subject Test of the GRE. For details of such requirements, consult the appropriate departmental entry in the Catalog or the Department Head.

Applications for the above examinations are usually available at the College and will be given to students who come to the College to obtain them. Students who wish to write for an application form or to submit an application for the GRE or GMAT should contact: Educational Testing Service, Princeton, New Jersey, 08540. Students who wish to take the MAT should contact the appropriate Dean's office. Students should request that their test scores be sent to the Graduate Admissions Office, Armstrong State College, Savannah, Georgia 31406.

ADMISSIONS

Requirements—Masters Level

Applicants desiring admission on a degree-seeking status must present satisfactory undergraduate academic records and satisfactory scores on appropriate admissions examinations. Some of the graduate degree programs have specialized test requirements, specified

Categories of Admission Regular Degree Status Definition

Regular Admission means that a student has met all admission requirements and is admitted to a degree program with full graduate status.

Requirements

A student who has earned a baccalaureate degree from an accredited college, who has completed all of the prerequisites for his planned graduate field of study, and who meets the other requirements of the Graduate Program may be admitted on Regular Admission status. These requirements include minimum undergraduate grade-point averages in combination with certain minimum test scores.

For M.Ed. programs, a minimum GPA of 2.5 and a minimum test score of 44 on the MAT or 800 on the GRE Aptitude examination are required.

For the M.H.S. program, a minimum GPA of 2.5, and a minimum test score of 800 on the GRE, 450 on the GMAT, and 40 on the MAT are required. For further information, consult with the Director of the Health Science Program.

For the Criminal Justice program, a minimum GPA of 2.5 and a minimum test score of either 900 on the aptitude tests of the GRE or 51 on the MAT. For further information consult with the Head of the Department of Criminal Justice.

For the M.A. in History program, a minimum GPA of 3.0 (both overall and in history courses) and GRE scores of 1000 in the Aptitude and 500 in the History Subject Tests are required. For further information, consult with the coordinator of the History Graduate Program.

Degree programs providing teacher certification have other admission requirements, including: (1) a recommendation from the school in which a student has been employed as a teacher or has completed a student internship, and (2) eligibility for fourth level certification in the field of study. (For further information on admission to certification programs, consult the Office of the Dean of Education.)

Provisional Degree Status Definition

Provisional Admission means that a student has applied for admission to a degree program and has some condition affecting his status such as low grades or test scores. The student is admitted to a degree program but must meet certain conditions before achieving full graduate status (i.e., Regular Admission).

Requirements

For Provisional Admission, a student must hold a baccalaureate degree and meet the other admission requirements of the Graduate Program. These requirements include minimum undergraduate grade point averages in combination with certain minimum test scores.

For the Master of Education programs, students who fail to meet Regular may be granted Provisional Admission if the combinations of their GPA and test scores conform to the following formulas:

$$\begin{aligned}(\text{GPA} \times 100) + (\text{MAT} \times 10) &= 560 \text{ or more} \\ (\text{GPA} \times 100) + (\text{GRE General}) &= 1000 \text{ or more}\end{aligned}$$

In no case, however, may the GPA be less than 2.2, the MAT less than 27, or the GRE less than 700.

For the M.H.S. (and criminal justice programs), students who fail to meet Regular Admission score requirements may be granted Provisional Admission if the combinations of their GPA and test scores conform to established formulas.

For the M.A. in History program, the minimum GRE requirement for Provisional Admission is 800 for the Aptitude and 450 for the History Subject Test. The GPA requirement is 2.5 overall and 2.75 in history. For further information, consult with the coordinator of the History Graduate Program.

For area test scores required by any department, see the appropriate departmental entry.

Additional Stipulations for Provisional Admission

As with Regular Admission, recommendation forms and other aspects of the Admissions Procedures must be adhered to.

Provisionally admitted students may be required to remove any specific deficiencies that are ascertained by taking undergraduate supporting courses before these students are allowed to attempt graduate courses within the program to which they have been admitted. Students may remain admitted on a provisional basis until they have attempted 15 hours of approved graduate work in residence. If they satisfactorily complete the initial, approved 15 hours of graduate work with no grade less than a "B"—of which 10 hours must

be in the professional sequence—and submit the NTE Specialty test score, if required, these students may submit a written request to move into Regular status.

Upon satisfying the NTE Specialty test score, if required, and upon completing 25 hours of approved course work in residence with a "B" average of better, of which 15 hours must be in the major field of study, any provisionally admitted student will be eligible for Regular status. If the student does not have a "B" average or better upon completing these 25 hours of course work, he or she will be dropped as a degree-seeking student and prohibited from enrolling in further graduate courses.

Post Baccalaureate and Post Graduate—Non-degree Status

Post Baccalaureate and Post Graduate admission are provided for those students who may not wish to pursue a graduate degree, including teachers whose main purpose is to obtain credits necessary for teacher certification and/or for students who may desire to enter a degree program but who have missing data. Requirements for Post Baccalaureate Admission include documentary evidence of a baccalaureate degree and submission of necessary application papers. The student must also have to meet specific prerequisites to enroll in courses in certain departments. Post Graduate Admission requirements are the same except that a graduate degree is required.

No more than fifteen graduate hours earned while enrolled as a Post Graduate or Post Baccalaureate student may be applied toward a master's degree.

A student admitted on non-degree status who wishes to be advanced to a degree status category of admission bears the responsibility for:

1. Meeting all requirements for degree status which are in effect at the time the student submits the required data and documents for degree status.
2. Notifying the appropriate Dean in writing of the intent and desire to advance to degree status.

Action by the Dean to advance a non-degree student to a degree status category is contingent on the student meeting the above respon-

sibilities, and the student is cautioned to maintain a careful check on his or her status.

Transient Students Entering Armstrong

Transient students must arrange to have written authorization sent to the appropriate Dean from their dean, department head, or registrar at the graduate school in which they are enrolled in order to be accepted as a transient student and to register in the Graduate Program. They must also submit the application for admission form and the \$10 fee as described in the Admission Procedures. If they wish to become degree-seeking students, they must request appropriate admission in writing and must submit the necessary documents.

Readmission

Any student in the Graduate Program who did not matriculate (i.e., register) during the quarter immediately preceding the quarter in which he next intends to matriculate must process a readmission form with the Registrar's Office. The only students exempted from this requirement are those students who are initially admitted for graduate study in the quarter immediately preceding the quarter of their first matriculation. For further information, inquire at the Office of the Registrar.

Procedures

All admission documents should be sent to the Graduate Admissions Office. These include the application and the ten dollar fee. Transcripts should reach the Graduate Admissions Office twenty days prior to registration.

The following materials and procedures are part of the requirements for admission to the Graduate Program.

1. The application-for-admission form, available in the offices of the Deans, must be completed and submitted. Required of all applicants twenty days prior to registration.
2. Two official transcripts showing all college credits earned for the undergraduate degree should be sent directly from the college which awarded the degree to the appropriate Dean's office. Required of all applicants except transient students who may submit

letter of authorization from their graduate school twenty days prior to registration.

3. Test scores, as appropriate and as required for the major, must be submitted. Required of degree-seeking students only.
4. Completed recommendation forms must be submitted; these forms are available in the appropriate Dean's office. For applicants entering teacher certification programs, at least one recommendation must be from supervisory personnel who observed the student in a teaching internship or as an employed teacher. These recommendations are required of degree-seeking students only.
5. A ten dollar application fee is required of all students.

Admission to graduate study does not imply automatic acceptance of the student as a candidate for any Master's degree. See section on candidacy for degree.

Requirements for Admission to Specific Programs

Criminal Justice (M.S.)

While an undergraduate degree in criminal justice is not a prerequisite to admission, it is essential that each student pursuing the M.S. in Criminal Justice have adequate preparation. Therefore, students who lack the necessary background may be required to complete additional undergraduate coursework.

Students entering the M.S. in Criminal Justice Program must meet the general requirements of the College and the following:

For Regular Admission—Students must have earned a minimum of 2.5 undergraduate grade point average on all work attempted during the last 90 quarter hours (or 60 semester hours), and must present a minimum score of either

- (a) 900 on the General Test of the Graduate Record Examination (GRE), or
- (b) 51 on the Miller Analogies Test (MAT).

For Provisional Admission—If students fail to meet either the minimum undergraduate grade point average or entrance test requirements for Regular admission they may be considered for Provisional admission if either

- (a) the undergraduate grade point average (last 90/60 hours) multiplied by 100 and added to the score on the General Test of the GRE equals 1050, or
- (b) the undergraduate grade point average (last 90/60 hours) multiplied by 100 and added to the Miller Analogies Test (MAT) score multiplied by 10 equals 650.

In no event may the undergraduate grade point average (last 90/60 hours) be less than 2.2, the score on the General Test of the GRE be less than 750, or the score on the Miller Analogies Test be less than 37.

Education (MEd)

Students entering the early elementary, middle school, physical, secondary and the special education programs must satisfy all general admission requirements of the Graduate Program. Students in MEd certification programs in early elementary, middle school, physical education, secondary education, and speech and language pathology must also be eligible for fourth level (NT4) certification in the intended master's level teaching field.

Business Education (MEd)

Students entering the MEd program in Business Education must meet the general admission requirements of the Graduate Program and must take and make a minimum score of 560 on the Business Education Specialty Area Test of the National Teacher Examinations (NTE). Students may be provisionally admitted to the program if their Business Education Specialty Area Test of the NTE is not less than 540.

Science Education (MEd)

Students entering the MEd program in Science Education must meet the general admission requirements of the Graduate Program and must take the Science Education Specialty Area Test of the National Teacher Examinations (NTE) in order to qualify for degree-seeking status.

English (MEd)

All students entering the MEd program in English must present, in addition to the general

requirements, the Graduate Record Examination Subject Test in Literature in English, although no minimum score is prescribed.

Health Science (MHS)

Students entering the MHS program must meet the general admission requirements of the Graduate Program and must score 800 on the Graduate Record Exam or 450 on the Graduate Management Admission Test or 40 on the Miller Analogies Test.

History (M.A.)

Students entering the M.A. program in History must satisfy all general admission requirements of the Graduate Program and the following:

For Regular Admission:

- (a) 35 hours of undergraduate history
- (b) GPA of 3.0 (both overall and in history)
- (c) GRE Aptitude Test score of 1000
- (d) GRE History Subject Test score of 500

For Provisional Admission:

- (a) 25 hours of undergraduate history
- (b) GPA of 2.5 overall (2.75 in history)
- (c) GRE Aptitude Test score of 800
- (d) GRE History Subject Test score of 450

For specific prerequisite courses in history or historic preservation see the department description of the program.

Mathematics (MEd)

All students entering the MEd program in mathematics must satisfy all general admission requirements of the Graduate Program, must take the NTE Specialty Area Test in Mathematics or the GRE Subject Test in Mathematics, and must satisfy a prerequisite of 25 quarter hours of college mathematics at or beyond the level of calculus, in order to obtain degree-seeking status.

To gain Regular Admission, a student must obtain a minimum score of 580 on the NTE Specialty Area Test or 520 on the GRE Subject Test. No minimum is required for Provisional Admission. Students whose scores on the NTE Specialty Area Test or the GRE Subject Test are too low for Regular Admission can also gain Regular Admission by passing a department entrance examination.

In order for a Provisionally Admitted student to gain Regular Status without passing the departmental entrance examination, the student must satisfy the general requirements of the Graduate School, including the stipulation that the first 25 graduate hours must be completed with at least a "B" average, and that at least 15 of these hours must be in approved mathematics courses.

ACADEMIC REGULATIONS

Student Responsibility— Masters Level

The student is charged with the responsibility for taking the initiative in meeting all academic requirements and in maintaining a careful check on progress toward earning a degree. The student is responsible for discharging obligations to the business office and the library and for adhering to the rules and regulations appertaining to graduate students in particular and to all students enrolled in a unit of the University System of Georgia. It is the student's responsibility to abide by catalog requirements. A student's claim that he or she has been granted an exception to these requirements must be documented before the merits of the claim can be evaluated.

Academic Advisement

Upon admission to graduate study, each student will be referred to a departmental office for advisor assignment. Consultation with the assigned advisor is required prior to registration. Each student must process appropriate advisement papers which are available from his or her assigned advisor and which provide the advisor clearance required for registration.

Transient students report to the Office of the appropriate dean for advisement and advisor clearance.

Post Baccalaureate and Post Graduate students obtain advisor clearance by processing the non-degree advisement form with their assigned advisors. During the quarter in which a Post Baccalaureate student achieves degree-seeking status, he or she must process the Program of Study form.

Degree-seeking students, both Regular and Provisional Admission students, must process the Program of Study form with their assigned advisor no later than the end of their first quarter of enrollment. A temporary advisor clearance statement may be provided by the advisor which will be valid only for the student's initial registration. This temporary clearance should be processed on non-degree advisement form, with appropriate notations made to indicate that it is temporary.

The Program of Study shows the essential courses the student will take, transfer courses that might apply to the degree, and prerequisite courses or other prerequisites. The Program of Study must be followed by the student in fulfilling degree requirements. However, the student can take courses additional to those on his Program of Study and may enroll in the courses on the Program of Study during quarters other than those which might be shown on his Program of Study form. Moreover, the student may officially modify his Program of Study with the concurrence of his advisor and department head.

Students should note that any departure from the catalog requirements for a degree must be approved by the appropriate dean.

Foreign Student Advisement

Specialized advisement is available for foreign students from the Graduate Foreign Student Advisor, Dr. William Easterling, located in room 108-A, Gamble Hall.

Registration

Before a student may register for graduate courses, the individual must be formally admitted as a graduate student (although some 500 and 600 level courses may be taken by qualified undergraduate seniors upon complying with requirements and procedures stipulated by and available in the Dean's Offices). If circumstances require it, the student must be readmitted (see section on Admissions, paragraph on Readmissions). In order to register, a student will be required to show at registration a permit to register card, which must be signed by the advisor.

Transfer of Credits

Credit may be transferred from another institution, provided:

1. that only up to 15 hours of graduate credit taken while in a non-degree status may be applied to a degree program.
2. that each course equates with a course in the curriculum of the Graduate Program or is an acceptable elective.
3. that the credit was earned in an accredited graduate program.
4. that a grade of B or better was earned in each course.
5. that the credit was earned no more than six years prior to completion of all degree requirements.
6. that no more than fifty percent of the required credits shall be transferred for use towards a master's degree (i.e., no more than 50% of either the required professional education credits or other credits in the master's programs).

Information about the amount of credit transferable for a particular degree program, can be located in the appropriate departmental entry.

Procedures for Processing Transfer Credits

Requests by students to receive transfer graduate credit must be supported by two copies of the graduate transcript showing the credits requested. The formal and final requests for receiving transfer credit is part of the Application for Candidacy which the student must process upon the completion of 25 hours of graduate work. This application is obtained in the Graduate Office. The two graduate transcripts should be sent to the office of the appropriate dean.

Advisement on transfer of credit is routinely provided on the Program of Study form which every degree-seeking student must complete with his advisor in the first quarter of enrollment. Formal approval of transfer credit is granted via the student's Application for Candidacy which requires approval by the student's advisor, Department Head, and appropriate dean.

Prospective students may write to the Department Coordinator in their area of study to obtain advisement on transfer of credit.

Reports and Grades

In the Graduate Program grades assigned are A, B, C, D, F, (failure), I (incomplete), W (withdrew with no penalty), and WF (withdrew

failing). The grade of W does not enter into computing a student's grade point average.

Stipulations applicable to symbols used in the Graduate Program include:

I—incomplete. May be awarded (only in emergency cases) by an instructor, who will also stipulate the conditions for its removal. A grade of I must be removed by completing the course by midterm of the following quarter or it becomes an automatic F.

W—withdrawal without penalty. May be awarded by an instructor up to the mid-quarter period in a course. Regents' policy stipulates that "Withdrawals without penalty will not be permitted after the mid-point of the total grading period (including final examinations) except in cases of hardship as determined by the appropriate official of the respective institution." Withdrawals after midterm require approval of the Graduate Dean.

WF—withdrew failing. May be awarded by an instructor anytime that a student withdraws from a course after the drop/add period; mandatory after midquarter except for hardship cases as stipulated above for grades of W.

V—audit. Use of this symbol is subject to the discretion of the individual graduate departments, and the departments may require that a student receive the permission of the instructor to audit a course prior to registering for the course. Moreover, an auditing student must pay the usual fees, must register for the course, and may not transfer from audit to credit status (or vice versa).

S and U—satisfactory and unsatisfactory; see above. Specific courses receiving these grades are identified in departmental course listings. Comprehensive examinations are given these grades also.

K—credit by examination. Use of this symbol is subject to the discretion of the individual graduate departments.

Students expecting to receive grades of V or K must insure that they are enrolled in an appropriate course or activity for which V or K grades are awarded by the appropriate department. If this catalog does not show in the departmental entries that the given departments have authorized the use of V or K, then a student expecting to receive a V in a course should obtain written verification from the appropriate instructor prior to registering for the course that V will be awarded.

Grade point averages are calculated on all

graduate work attempted, and no credits with a grade below C may apply toward a degree.

Course Eligibility

Courses numbered 500 through 699 are open to qualified Undergraduate seniors, with approval of their respective department heads, and to graduate students. In such courses, the quantity and quality of the work required of the graduate students will be on the same level as that required in those courses offered exclusively for graduate students. Courses numbered 700 and above are open only to graduate students. Candidates for degrees must take at least fifty percent of their courses at the 700 level.

Academic Probation and Standing

Any student who falls below a 3.0 (B) average shall be on Academic Probation.

Any student in a degree program on Regular Admission status who does not achieve a 3.0 graduate cumulative GPA after completing 25 or more graduate hours shall be placed on Academic Probation and must achieve a 3.0 graduate GPA in order to return to Regular Admission status. Any student on Academic Probation who earns less than a B in any course or who accumulates 75 hours while on Academic Probation shall be dropped as a degree-seeking student and shall be placed on permanent non-degree status.

Any student on Provisional Admission status who does not achieve a 3.0 graduate cumulative GPA upon completing 25 graduate hours shall be dropped as a degree-seeking student and shall be placed on permanent non-degree status.

Any student on Post Baccalaureate status who does not achieve a 3.0 graduate cumulative GPA shall be placed on Academic Probation.

Any student whose graduate cumulative GPA falls below 2.5 after completing 25 or more hours shall be prohibited from taking further graduate work.

Course Load & Limitation

A full-time graduate student is defined as

one who is registered for 10 or more graduate credit hours.

A graduate student may not carry more than 15 hours per quarter. Exceptions must be approved in writing by the advisor. Students on Academic Probation or on Provisional Admissions status should carefully plan their course loads in consultation with their advisors.

Withdrawing; Dropping, Adding Courses

Withdrawal is, in the technical sense, dropping all courses and processing a formal withdrawal from the College. A student may withdraw from school (or drop a single course) at any time during the quarter. Only by formally withdrawing, however, can a student become eligible for the refund of fees as explained in the section on fees. The student bears the responsibility of contacting the graduate office to effect a withdrawal and of contacting his professor(s) to determine what grade(s) will be assigned (W or WF).

Dropping a course should be formalized through the Office of the Registrar which will process a drop/add slip. If a student is taking only one course, the drop is, technically, a withdrawal and should be treated as such.

Adding a course may be accomplished through the Office of the Registrar which will process a drop/add slip. Courses may be added only during the late registration days at the beginning of the quarter and not at any other time during the quarter. The student must pay the appropriate fee for the additional course, unless a course equivalent in credit hours is being dropped simultaneously.

Administrative Withdrawals

The College reserves the right to effect the withdrawal of any student at any time during a course of studies if the student does not meet financial obligations or the required standards of scholarship, or if he fails in any way to meet the standards of the Graduate Program.

CATES Courses

Armstrong State College participates in the Coastal Area Teacher Education Service, a consortium of area public school systems and institutions of the University System of Georgia

offering graduate and undergraduate courses in teacher education.

A student who wishes to apply CATES course credit to his degree program must obtain approval from his advisor to take a course for degree credit prior to taking the course. Without this prior approval, the course is subject to being treated as a transfer course, in which case, the Transfer of Graduate Credits policies and procedures described in the catalog will be followed.

Honor Code

The Honor Code, published in the undergraduate section of this catalog, applies to graduate students as well as undergraduate students. All students, graduate and undergraduate, must agree to abide by the rules of the code.

FEES

Application

An application fee of \$10.00 is paid by each graduate student at the time of initial application for admission. This fee is not required of former students from either Armstrong State College or Savannah State College. The acceptance of the application fee does not constitute acceptance of the student into the graduate program. This fee, which is paid at Armstrong State College, is not refundable.

Matriculation Fee

The Matriculation Fee for students registering on campus for the normal course load of fifteen hours is \$320.00. Students carrying fewer than 12 credit hours on campus in a quarter will pay at the rate of \$27.00 per quarter hour in Matriculation Fees. Students who register for off-campus credit hours will pay at the rate of \$29.00 per credit hour. Matriculation Fees are waived for residents of Georgia upon presentation of written documentation that they are 62 years of age or older.

Out-of-State Tuition

Non-residents of Georgia must pay a fee of \$640.00 per quarter in addition to all regular

fees. Students carrying fewer than 12 credit hours in a quarter who are not legal residents of the State of Georgia will pay at the rate of \$47.00 per quarter hour Out-of-State Fee in addition to regular fees. Students who register for off-campus credit courses will pay at the rate of \$47.00 per quarter hour Out-of-State Fee in addition to regular fees. Out-of-State tuition fees are waived for active duty military personnel and their dependents stationed in Georgia and on active duty, except military personnel assigned to this institution for educational purposes.

Residency Requirements

The University System of Georgia residency requirements as they pertain to undergraduate and graduate students are published in the undergraduate section of this catalog. Please consult the index for the proper reference.

Student Activity

Athletic

Late Registration

Graduation

Transcript

All preceding fee categories listed are the same for graduate students as they are for undergraduate students. Please consult the index for the proper references.

Refunds

Financial Obligations

Notice of Fee Changes

All preceding policy categories listed are the same for graduate students as they are for undergraduate students. Please consult the index for proper references.

Financial Aid

Students are invited to contact the Office of Financial Aid at the College for information on federal and state programs of financial assistance to college students.

Veterans Benefits

Information of interest to veterans can be obtained by writing or calling the Office of Veterans Affairs at Armstrong State College.

Once accepted into the graduate program, a veteran should contact the Veterans' Office for processing instructions. Since processing time varies, a first quarter student should expect a four to six week delay in receiving the first benefit check. First quarter student veterans should consider this delay when making financial arrangements to attend school.

For purposes of G.I. Bill benefits, ten quarter hours are considered to be a full load. A load of five graduate quarter hours entitles the graduate student to half-time benefits.

DEGREE REQUIREMENTS

MASTERS LEVEL

Time Limitation

Students working toward a master's degree must complete all requirements for the degree within a period of not more than six years from the date of first enrollment. Extension of time may be granted upon recommendation of the student's major department, but only in cases of unusual circumstances.

Course and Residence Requirements

Satisfactory completion of at least sixty quarter hours of graduate credit, thirty of which must be earned in residence, is necessary for all masters degrees. Courses to be counted for a degree may be accumulated on a full-time or part-time basis. No credits with grades below "C" may count toward a degree. At least fifty percent of the courses for a degree must be at the 700 level or above.

Students should note that the sixty-hour requirement is a minimum requirement. Degree students with academic weaknesses should recognize that they may have to complete more than sixty hours to fulfill all curriculum requirements and comply with all academic regulations.

Degree Candidacy

Upon successful completion of twenty-five quarter hours of graduate work taken in resi-

dence and at least one quarter prior to making application for the degree, the student is required to file an application for admission to candidacy. The student will submit the completed application to his advisor. Application forms are available in the appropriate Dean's or departmental offices.

Approval of the application will be based upon verification that the student:

1. has been admitted to full graduate status (i.e., Regular Admission).
2. has maintained a minimum of a "B" average in all work attempted.
3. has met any other requirements stipulated for his degree program.

Application for the Degree

At the time specified on the academic calendar, the student must file an application for the master's degree with the appropriate major department. Note that the application for the degree must be preceded by the application for candidacy by at least one quarter. Application forms are available in the appropriate Dean's or department offices. Applications for the degree should be submitted two quarters prior to the expected date of graduation.

General Requirements for the Master's Degree

General requirements for obtaining a master's degree follows:

1. Admission to full graduate status, i.e., Regular Admission.
2. Admission to candidacy for the degree.
3. Satisfactory completion of at least sixty hours of approved graduate level work.
4. Maintenance of a 3.00 GPA.
5. Satisfactory completion of a comprehensive examination or thesis or both.
6. Completion of an application for the degree at the time specified.

For the MEd degree, the following requirement applies:

1. Satisfactory completion of certification requirements. (Some MEd programs have options for no certification.)

MEd Certification Programs

Although some MEd degree programs have an option for no certification, generally these degrees are designed to comply with the

requirements for teacher certification at the fifth year level in the various areas of specialization. The degree ordinarily is granted only to students who qualify for T-5 certification (or equivalent certification for other states), which in turn entails meeting T-4 certification requirements (Georgia). Students who use graduate credits to meet T-4 certification requirements may be required to take graduate courses beyond the 60 hours required for the M.Ed. degree in order to meet T-5 certification requirements. Since the M.Ed. program requires 60 hours, which is 15 more than the 45 minimum required for the T-5 by the State Education Department, 15 of the 60 graduate hours may be used to fulfill T-4 certification requirements. However, none of the 15 hours so used can then be applied toward meeting the 45 hours specified for the T-5.

Detailed information concerning programs and procedures relating to graduate teacher certification may be obtained from Education Offices.

MEd Non-Certification Programs

Building on the basic, academic structure of the typical MEd degree programs, departments may offer MEd programs without applying all of the stipulations for certification programs. The curriculum essentials of a non-certification degree program are:

1. At least fifteen hours of education course work.
2. At least twenty-five hours of major area course work.

Such programs do not meet certification requirements by the State of Georgia.

Thirty Hour Plan for a Second MEd Degree

Students who have already earned a master's degree can, under certain circumstances, earn a second master's degree in the Graduate Program by completing as few as 30 quarter hours of graduate work in residence. Essential elements of the second master's degree plan are:

1. All general requirements (e.g., Regular Admission status, adherence to general academic regulations, "B" average, comprehensive examination, etc.) and all specific

curricular requirements (i.e., departmental prerequisites for courses, specific courses, etc.) currently applicable to a master's degree will apply to the second degree sought, except as explicitly noted as follows:

2. For the Second master's degree:

- A. The student must take at least 30 quarter hours in residence additional to course work that was used in fulfilling requirements for a previous master's degree. Additional hours may be necessary in order to fulfill curricular requirements or for such purposes as teacher certification in programs designed as Approved Programs for Georgia State Certification.
- B. The 30 (or more) hours in residence must meet existing requirements on recency of credit. For the other hours (hours applied to both the first degree and to the second degree), fifteen hours will have no age limit, but the remaining hours must be no more than twelve years old when requirements for the second master's degree are completed.
- C. A curriculum plan for a second degree that is consistent with existing catalog plans must be prepared by a department head or by a graduate advisor with his or her department head's endorsement. A copy of this plan will be sent to the Office of the Dean of the School of Education and will be given to the student. For this purpose, current advisement forms, with appropriate modifications may be used. The plan must show the 30 (or more) hours to be taken in residence and the previous graduate hours that are to apply to the second degree.

School of Arts and Sciences

Adams, Joseph, Dean

MASTERS LEVEL

Biology

Faculty

Gottfried, Bradley, Department Head
Beumer, Ronald
Guillou, Laurent
Pingel, Allen
Thorne, Francis

The biology MEd program has been deactivated, but the department continues to present limited graduate course offerings. Students should check with the biology department for complete information on course offerings.

OFFERINGS

Biology Offerings

BIO 610—Cellular Physiology (3-4-5)

Prerequisites: Complete sequence in Organic Chemistry and five hours of Physiology.

A consideration of the functional relationships between microscopic anatomy and cell chemistry, emphasizing permeability, metabolism, and growth.

BIO 640—Cytology (2-6-5)

Prerequisite: Two senior division courses in biology.

The study of cells, their cytoplasm and nuclei, growth, differentiation, and reproduction.

BIO 650—Evolution (5-0-5)

Prerequisite: At least 15 quarter hours credit in upper division biology (botany or zoology) courses.

Modern concepts in organic evolution.

BIO 680—General Ecology (3-4-5)

Prerequisites: Three upper division courses in biology (botany or zoology).

A survey of the principles of ecology and their application to the welfare of man, coordinated with a study of populations and communities in the field.

Botany Offerings**BOT 610—Plant Physiology (3-4-5)**

Prerequisites: BOT 203 and Organic Chemistry.

A survey of physiological processes occurring in plants and the conditions which affect these processes.

BOT 625—Plant Morphology (3-4-5)

Prerequisite: BOT 203.

Comparative studies of vascular plants with emphasis on form, structure, reproduction, and evolutionary relationships.

BOT 701—Plant Diversity I: Non-Vascular Plants (3-4-5)

Prerequisites: at least 15 quarter hours credit in botany.

Morphology, taxonomy, and ecology of the algae, fungi, mosses, and liverworts, including identification of common species, field and laboratory methods, local habitats and sources.

BOT 702—Plant Diversity II: Vascular Plants (3-4-5)

Prerequisites: at least 15 quarter hours credit in botany.

Morphology, taxonomy, and ecology of the primitive vascular plants, ferns, gymnosperms, and angiosperms, including field and laboratory methods, local habitats and sources.

BOT/EDN 793—Botany for Elementary Teachers (5-0-5)

This course is not suitable for the general science major.

Lecture-laboratory course dealing with principles involved in classifying and identifying plant life.

Zoology Offerings**ZOO 525—Invertebrate Zoology (3-4-5)**

Prerequisite: ZOO 204.

A study of the structure, body functions, interrelations, and natural history of the major invertebrate groups.

ZOO 556—Comparative Anatomy of the Vertebrates (3-6-6)

Prerequisite: ZOO 204.

A study of the anatomy and evolution of the organ systems of the vertebrates.

ZOO 610—General Vertebrate Physiology (3-4-5)

Prerequisites: ZOO 204 and Organic Chemistry.

An introduction to the general physiological processes of vertebrates.

ZOO 625—Marine Invertebrate Zoology (2-6-5)

Prerequisite: ZOO 325 or permission of instructor and department head.

Studies in the identification and ecologic distribution of marine invertebrates as exemplified by collections from the southeastern coastal region.

ZOO 629—Endocrinology (3-4-5)

Prerequisites: ZOO 410 and one other senior division course in biology.

Physiology of the endocrine glands, their control of metabolism and reproductive cycles.

ZOO 635—Comparative Physiology (3-4-5)

Prerequisites: ZOO 204 and Organic Chemistry.

Studies in various groups of animals of the functions or organ systems involved in the maintenance of homeostasis under varying conditions within normal habitats and of *in vitro* reactions of tissues and systems under laboratory conditions.

ZOO 710—Applied Human Physiology (3-4-5)

Prerequisites: graduate standing plus a course in human, general, or vertebrate physiology, and organic or biological chemistry.

A consideration of human physiological responses to normal and abnormal stressors of the external and internal environment, including local and systemic adaptations to stressors. Specific malfunctions and adjustments will be treated where feasible and appropriate.

Laboratory sessions will feature the empirical demonstration of physiologic concepts and their applications to human function, largely through controlled experimentation.

The lecture may be taken in conjunction with Nursing 605 lab for credit in Nursing 605. That lab will share some common sessions with ZOO 710.

ZOO 721—Animal Diversity I: Invertebrates (3-4-5)

Prerequisites: at least 15 quarter hours credit in zoology.

Structure, function, and ecologic relationships of the major invertebrate phyla. (Not open to students with credits in invertebrate zoology.)

ZOO 722—Animal Diversity II: Vertebrates (3-4-5)

Prerequisites: at least 15 quarter hours credit in zoology.

Structure, function, and ecologic relationships of the vertebrates, with emphasis on amphibious and terrestrial forms.

ZOO 731—Ecological Associations (3-4-5)

Prerequisites: at least 25 quarter hours credit in junior-senior level courses in biology.

Environmental relationships among and between groups of organisms and their environments.

ZOO/EDN 792—Zoology for Elementary Teachers (5-0-5)

This course is not suitable for general science majors.

Modern approaches to teaching the biological sciences. Emphasis on understanding of life processes in the animal kingdom.

Courses at Marine Science Center

The following courses are offered at the Marine Science Center on Skidaway Island and are open to both graduate and undergraduate students. These courses are cooperatively sponsored by Armstrong State College, Georgia Institute of Technology, Georgia State University, Georgia Southern College, and the University of Georgia.

BIO 630—Estuarine Ecology (6-6-5)

Summer (five weeks). Prerequisites: CHE 128, 129; ZOO 204; two courses in biology numbered 300 or above; or permission of instructor. MAT 104 recommended.

The evolution and development of estuaries, substrates, physical processes, communities, ecosystem functions, ecosystem dynamics and analysis. The study area will include the estuarine complex of the Carolinian province as exemplified along the coast of Georgia.

ZOO 605—Ichthyology (6-6-5)

Summer (five weeks). Prerequisites: ZOO 204 and one course in zoology numbered 300 or above, or permission of instructor.

The taxonomy, distribution, ecology, and evolution of fishes with special reference to the fishes of eastern North America.

Chemistry and Physics

Faculty

Harris, Henry, Department Head
Brewer, John
Robbins, Paul
Stratton, Cedric
Whiten, Morris

The chemistry MEd program has been deactivated, but the department continues to offer limited graduate course offerings. Students should check with the chemistry department for complete information on course offerings.

OFFERINGS

Chemistry Offerings

CHE 501—Chemistry of Life (50 -5)

An introductory course covering selected areas of applied biochemistry. This course is not recommended for chemistry, biology, or premedical students.

CHE 541-542—Organic Chemistry (4-3-5)

These courses include the study of aliphatics, aromatic hydrocarbons and their derivatives, polyfunctional compounds, and polynuclear hydrocarbons. Organic reactions are emphasized in terms of modern theory.

CHE 543—Organic Chemistry (4-3-5)

A continuation of the organic chemistry sequence 541, 542. This course completes the fundamental study of organic chemistry with a consideration of carbohydrates, amino acids, and heterocyclics with their related compounds.

CHE 580—Quantitative Instrumental (2-9-5)

A study of the principles of gravimetric, volumetric, spectrophotometric, and electrometric methods of analysis. The laboratory will provide practice in techniques and application of these principles.

CHE 600—Introduction to Chemical Research (2-0-2)

This course outlines systematic methods of literature research and preparation research outlines from reference to original articles.

CHE 622—Inorganic Chemistry (3-0-3)

Modern theory of structures and bonding,

acid-base theories, and properties of some rare elements and unusual compounds will be detailed. The latter includes nonstoichiometric compounds, rare gas compounds, and coordination complexes.

CHE 641—Organic Chemistry (3-0-3)

Basic organic chemistry to include structures, reactions, and reaction mechanisms.

CHE 651—History of Chemistry (5-0-5)

The development of science surveyed from antiquity to the present. Emphasis is placed on the development of ideas, men who made significant contributions, evolution of chemical theories and the modern social implications of science.

CHE 661—Biochemistry I (4-0-4)

A study of the chemical nature of cellular constituents and cellular metabolism. Subject topics include carbohydrates, proteins, lipids, enzymes, vitamins and coenzymes, anaerobic carbohydrate metabolism, lipid metabolism, the tricarboxylic acid cycle, oxidative phosphorylation, and photosynthesis.

CHE 662—Biochemistry II (4-0-4)

A study of the metabolism of ammonia and nitrogen-containing compounds, the biosynthesis of nucleic acids and proteins, metabolic regulation, and selected topics.

CHE 663—Clinical Chemistry (4-3-5)

A study of the principles of chemistry applied in the clinical laboratory. Topic subjects to include instrumentation and microtechniques.

CHE 681—Advanced Instrumental I (1-3-2)

A study of electrometric methods of analysis. Topic subjects will include potentiometric, coulometric, and polarographic measurements.

CHE 682—Advanced Instrumental II (1-3-2)

A study of spectrophotometric and chromatographic methods analysis. Topic subjects will include visible and ultraviolet, spectroscopy, gas-liquid chromatography, high performance liquid chromatography, flame emission and atomic absorption spectroscopy.

CHE 683—Advanced Instrumental III (1-3-2)

A continuation of the study of spectroscopy. Topic subjects will include infrared spectroscopy, nuclear magnetic resonance, electron-spin resonance and mass spectrometry.

CHE 691-692-693—Physical Chemistry (4-3-5)

Fundamental principles of physical chemistry including the study of solids, liquids, gases, thermochemistry, thermodynamics and solutions. These courses will also cover a study of chemical equilibria, chemical kinetics, electrochemistry, colloids, quantum mechanics and nuclear chemistry.

CHE 721—Chemistry for High School Teachers (4-3-5)

This course covers CHEM study material and also Chemical Bonding. Approach material for high school teachers.

CHE 731—Development of Chemical Theories (3-0-3)

A study of the basic principles upon which well known chemical theories are founded. Topics such as the kinetic molecular theory, chemical equilibria, and spectroscopy will be discussed.

CHE 794—Chemistry for Elementary Teachers (5-0-5)

A study of the more important metallic and non-metallic elements with emphasis on practical application at the elementary school level.

CHE 798—Seminar (2-0-2)

Discussion of selected topics.

Physical Science Offerings**AST 601—Astronomy for Teachers (5-0-5)**

Topic subjects will include the solar system, stellar evolution, stars and star systems, and methods in astronomy.

GEL 601—Geology for Teachers (5-0-5)

A survey of physical and historical geology. Topic subjects will include a geologic history, plate tectonics, and identification of minerals and rocks.

MET 601—Meteorology for Teachers (5-0-5)

A study of the atmosphere, weather, and climate.

OCE 601—Oceanography for Teachers (5-0-5)

Topic subjects will include origin and structure of ocean floors, tides and currents, chemical and physical properties of sea water, and applications of oceanographic research.

PHS 795—Earth Science for Elementary Teachers (5-0-5)

Study of the compositions of earth, classification and identification of rocks and minerals in a format appropriate for teachers of elementary age children.

PHS 701—Principles of Astronomy, Geology and Meteorology (5-0-5)

A study of unifying principles associated with the disciplines of astronomy, geology and meteorology. Emphasis will be placed on materials, demonstrations and testing associated with the physical sciences.

Physics Offerings

PHY 602—Physics for Secondary School Teachers (5-0-5)

A study of the principles of physics appropriate for teachers of physics and physical science. National curricula such as the Harvard Project Physics and PSSC will be studied.

PHY 603—Physics Laboratory for Science Teachers (3-4-5)

A study of the theory and practice of selected laboratory exercises and demonstrations.

PHY 612—Electronic Measurements (3-6-5)

Introduction to circuit theory and digital/analog electronics dealing with measurements, control concepts, and instruments.

Course at Marine Science Center

The following course is offered at the Marine Science Center on Skidaway Island and is open to both graduate and undergraduate students. This course is cooperatively sponsored by Armstrong State College, Georgia Institute of Technology, Georgia State University, Georgia Southern College, and the University of Georgia.

OCE 630—Applied Oceanography (6-4-5)

Prerequisites: General Chemistry and General Biology. Offered Summers.

The aspects of physical, chemical, and biological sciences which are marine oriented as applied to specific problems in the ocean and its environs. Collection and interpretation of field data stressed utilizing vessels and equipment of the Skidaway Institute of Oceanography.

Government

Faculty

Megathlin, William, Department Head
Magnus, Robert, Program Director (CJ)
McCarthy, John, Graduate Course Director (POS)

Coyle, William
Ealy, Steven
Murphy, Dennis
Newman, John
Rhee, Steve

General Information

The Department of Government offers graduate courses and an M.S. program in Criminal Justice and graduate courses in Political Science and Public Administrations studies applicable to appropriate graduate programs.

Objectives of Criminal Justice Program

The Department of Government offers a program of study leading to the degree Master of Science in Criminal Justice. The objectives of the program are:

1. To provide graduate-level education for professional criminal justice policy-makers and policy-makers in related fields in order to stimulate professionalization within the criminal justice system.
2. To produce scholars better prepared than those currently available to meet the challenges of the future in research and teaching.

Advisement

Shortly after admission each student will be assigned an advisor. The student should meet with the advisor as soon as possible after admission to establish an approved program of study.

Transfer of Courses

Students should note carefully the general section on transfer of Graduate Credits appearing in the Academic Regulations of this Catalog. The Criminal Justice Program will normally accept two courses (10 quarter hours, 6 semester hours) for transfer credit.

Degree Requirements

The degree MS in criminal justice requires the completion of 60 quarter hours of approved

coursework. The student will have the option of either writing a thesis or doing a field practicum as part of the program of study.

Comprehensive Examination

Each non-thesis candidate for the degree MS in criminal justice must pass a written comprehensive examination. An oral examination may also be scheduled. For specific information on the written and oral comprehensive examinations students should contact their advisor.

PROGRAM FOR THE DEGREE OF MASTER OF SCIENCE (IN CRIMINAL JUSTICE)

	Hours
A. Required Courses.....	30
CJ 700, 701, 702, 703, 705 and 716	
B. Required Options	10
Either CJ 790 and 791, or CJ 795	
C. Electives from the following	20
(Not more than two courses outside of CJ. Dual-listed courses, e.g., POS/PA 403 and POS/PA 603—Public Policy Development, can be used as credit towards the degree only if the same courses were not taken at the undergraduate level.)	
CJ 704, 706, 709, 710, 712, 721, 722, 723, or 724	
POS/PA 601, 603, 618 or 704	
POS 615 or 705	
TOTAL	60

Criminal Justice Offerings

CJ 700—Seminar in Justice Administration (5-0-5)

An analysis of the criminal justice process from prevention and arrest to release after incarceration. The philosophies, practices, and procedures of agencies responsible for the administration of justice are viewed and analyzed.

CJ 701—Advanced Research Methods in Criminal Justice (5-0-5)

Application of advanced research methods to problems in the criminal justice system.

CJ 702—Criminal Justice Planning and Innovation (5-0-5)

Introduction to planning techniques and their impact on criminal justice program development. Policy and decision-making procedures pertaining to affiliated agencies and organizations are analyzed. Planning involves identification of problem areas, diagnosing causation, formulating solutions, alternative strategies, and mobilizing resources needed to effect change.

CJ 703—Seminar in Crime Causation (5-0-5)

Concentration with the individual offender is on the relationship of motives, attitudes, and abilities to participate in criminal activity. With groups, consideration is given to peer influences in the shaping and reinforcement of criminal conduct.

CJ 704—Law and Social Control (5-0-5)

Investigation of jurisprudential paradigms, societal norms and sanctions, and the operational interaction among them. Topics to be examined include criminal and civil control mechanisms and purposes, historical and philosophical perspectives on power, authority and law in society, and alternative means of social control.

CJ 705—Administration and Management for Criminal Justice (5-0-5)

New management and administrative requirements of the criminal justice complex in transition. Problems and innovative concepts of criminal justice system development, decision theory, information needs, planning and new managerial perspectives.

CJ 706—Juvenile Justice Administration (5-0-5)

Assessment of the policies and practices of agencies involved in processing young persons through the juvenile court system. Attention will be paid to the intake procedures of the juvenile court; the adjudicational and dispositional procedures of the juvenile court.

CJ 709—Police Problems and Practices (5-0-5)

Major current issues of police administration including theory in policing, police productivity, and policy making. Special attention will be afforded police-society relationships as they relate to police misconduct, labor union issues, and minorities.

CJ 710—Institutional Incarceration and Treatment (5-0-5)

Theory, purposes, and practices of correctional institutions. Problems in control and treatment will be explored.

CJ 712—Seminar in Community Treatment and Services (5-0-5)

An analysis of probation and other alternatives to incarceration in the community setting, and of the feasibility and effectiveness of treatment of individuals under sentence in the community.

CJ 716—Criminal Process (5-0-5)

Intensive examination of criminal adjudication, from initial appearance through post-conviction appeals and collateral attacks, as posited in the context of criminal justice policy.

CJ 721—ADP Applications in Criminal Justice (5-0-5)

An examination of the use of automated data processing by criminal justice agencies for administrative and operational purposes. Special attention will be devoted to micro-processor applications.

CJ 722—Selected Topics in Law and Courts (5-0-5)

Contemporary problems and issues regarding court management and the criminal judicial process will provide the basis for topic selection.

CJ 723—Selected Topics in Policing (5-0-5)

Contemporary problems and issues regarding the law enforcement and policing function will provide the basis for topic selection.

CJ 724—Selected Topics in Corrections (5-0-5)

Contemporary problems and issues regarding correctional strategies and management will provide the basis for topic selection.

CJ 790 & 791—Field Practicum (2-V-(1-5))

Planned program of research observation, study and work in selected criminal justice agencies.

CJ 795—Thesis (0-V-(1-10))

Planned research and writing directed by the student's Thesis Committee.

Political Science and Public Administration Offerings

POS 500—Research Methods (5-0-5)

Required for POS majors unless met by equivalent course.

This course deals with the methods and techniques of research in the behavioral sciences. Emphasis will be placed on learning how to evaluate research.

POS 506—Local Government (5-0-5)

Winter.

A study of the environment, structure, function, political processes, and policies of city, county, and other local governments in the United States. Special attention will be given to the city governments of Savannah, Ga.; Charleston, S.C.; and Gainesville, Fla. Large diverse cities, such as Atlanta, Jacksonville, Tampa, and Miami will also be compared in a more limited fashion and contrasted with Savannah, Charleston, and Gainesville. Policies examined will include finance (raising and spending money), education, welfare, pollution, transportation, and law enforcement.

POS 507—State Government (5-0-5)

Spring.

A study of the environment, structure, function, political processes, and policies of state governments in the United States. Special attention will be given to the governments of Florida, Georgia, and South Carolina and to their role in the federal system. Policies examined will include finance (raising and spending money), pollution, transportation, and law enforcement.

POS 533—Contemporary Political Ideologies (5-0-5)

Spring.

A general survey and analysis of the important ideological currents of our time with selected in-depth readings from original sources.

POS 546—Far Eastern Government and Politics (5-0-5)

Description and comparative analysis of the political systems of Communist China and Japan. Special attention is given to historical development, political institutions and processes, political culture, political socialization, and contemporary problems.

POS/PA 601—The Politics of the Budgetary Process (5-0-5)

This course examines the procedures, strat-

egies, and rationales involved in making public budgets at the local, state, and national levels. It is also concerned with critiques of the several types of budgets now in use together with an explanation of fiscal and monetary policies as they affect budgeting. Finally, it is concerned with the revenue systems in effect together with auditing and other controls exercised in the budgeting process.

POS/PA 603—Public Policy Development (5-0-5)

Primarily concerned with a study of the theoretical aspects of decision-making (i.e., rational/comprehensive model, "mixed-scanning" model, incremental model, group theory, elite theory, and game theory), political aspects of policy-making process, and mobilization of political support. Some attempt will be made to apply the general theory of public policy-making to specific settings of civil rights issues, welfare policy, urban problems, and national defense/foreign policy.

POS 611—American Presidency (5-0-5)

Offers an in-depth survey of the office of the Presidency, with the principal emphasis on the relations of the executive branch with the Congress and the Court system. Some attention will be given to the evolution of the Presidency to its present dominant position in the American political process.

POS 612—Political Parties (5-0-5)

Operation of political parties in the political system. Relationship between party organization, electoral system, and the recruitment and advancement of political leaders.

POS 615—American Supreme Court (5-0-5)

Analysis of the structure and functions of the court, including examination of the Court as policy maker.

POS 616—United States Constitutional History I (5-0-5)

A study of the origins, content, and expansion of the Constitution of the United States. (Identical with HIS 616.)

POS 617—United States Constitutional History II (5-0-5)

A study of more recent constitutional development from the Reconstruction era to the present day. (Identical to HIS 617.)

POS/PA 618—Administrative Law (5-0-5)

This course explores the framework of law

governing administrative agencies including: administrative power and its control by the courts, the determination and enforcement of administrative programs, discretion of administrative officials and their powers of summary actions, hearings before administrative boards, and the respective spheres of administrative and judicial responsibility.

POS 624—Seminar, The Sino-Soviet Power Rivalries (5-0-5)

Prerequisite: Permission of the instructor.

Critical assessment of the early Sino-Soviet relations before and after the 1917 Bolshevik Revolution, followed by analysis of the roots of the Sino-Soviet conflicts in territorial, economic, strategic, political, and ideological perspectives. The implications of this schism for the contemporary global security relations will be critically examined. Heavy emphasis on research and oral presentation by the student.

POS 629—American Foreign Policy (5-0-5)

An analysis of U.S. foreign policy, and factors, both domestic and foreign, contributing to its formulation.

POS 645—Comparative Economic Systems (5-0-5)

The course will constitute a survey of the basic tenets of the major economic systems developed in the 19th and 20th centuries. The role of government and politics will be examined, along with the contributions to economic and political thought of such men as Smith, Marx, Keynes, and Friedman. (Identical with ECO 645.)

POS/PA 704—Topics in Public Administration (5-0-5)

Prerequisite: Permission of instructor.

Designed to probe the chief concepts, theories, ideas, and models in Public Administration.

POS 705—Topics in State and Local Government (5-0-5)

Prerequisite: Permission of instructor.

POS 710—Topics in American Government (5-0-5)

Prerequisite: Permission of instructor.

POS 720—Topics in International Relations (5-0-5)

Prerequisite: undergraduate work in the field or permission of the instructor.

A seminar course with specific titles announced as offered. May be repeated for credit as topics vary.

POS 721—Topics in Modern East Asia (5-0-5)

Prerequisite: Permission of instructor.

Selected topics in nineteenth and twentieth century international, political, economic, social, intellectual, or contemporary developments in East Asia. May be repeated as topics and instructors vary.

POS 730—Readings in Political Theory (5-0-5)

Prerequisite: Permission of instructor.

POS 740—Seminar in Comparative Politics (5-0-5)

Prerequisite: Permission of instructor.

This course is primarily designed to give the students an overview of theories of comparative politics and political development. It deals with various methodologies, concepts, and approaches that are being used in the analysis of comparative politics. Cross-national comparison of selected countries of Western Europe, Asia, Middle East, and Africa will be attempted.

POS 790-791—Independent Study (V-V-5)

Offered to qualified students subject to the following conditions. Prerequisites: A minimum of 25 graduate hours, including at least 15 hours in Political Science graduate courses. An application may be obtained in the departmental office and should be submitted to the department by the mid-term preceding the quarter in which the independent study will begin. Open to students with 3.5 GPA in Political Science graduate courses and at least 3.3 overall GPA. Admission is by approval of a departmental committee.

History

Faculty

Warlick, Roger, Department Head
Arens, Olavi
Babits, Lawrence
Duncan, John
Gross, Jimmie
Lanier, Osmos
Patterson, Robert
Pruden, George
Stone, Janet

M.Ed. and Ed.S. in Social Studies

For details regarding the M.Ed. and Ed.S. programs, please refer to the Department of Secondary Education portion of the **Catalog**.

M.A. in History

The Master of Arts in History degree program may be pursued in three areas of concentration:

Historic Preservation
American History
European History

Objectives

The program offers students an opportunity to achieve a graduate liberal arts degree that can support a broad range of personal, professional, and educational objectives. Obtaining an M.A. in History can lead to employment opportunities for students as archivists, local history society directors, historic site directors, local museum directors, and professionals in the field of cultural resource preservation. The research skills, experience in analytical thinking, and ability to express oneself orally and in writing will be of benefit to a student in seeking employment in governmental and military service and teaching at private schools, as well as preparing a student for further graduate study. The M.A. degree may also lead to job advancement or more effective performance, as well as to great personal satisfaction and intellectual enrichment.

Advisement

On admission to graduate studies students should take immediate steps to contact the Graduate Coordinator in the Department of History. At this time the student's status with respect to language requirements, prerequisite coursework, any transfer credits, etc., can be clarified. Also, an advisor will be assigned so that actual planning of the program of study can begin.

Transfer of Credits

Students may transfer coursework from another accredited institution providing (1) no more than 5 hours be applied toward either the concentration field or to "history outside the concentration," and (2) that the work offered for transfer be deemed appropriate to the program of study by the Department. Under no circumstances may credit transferred exceed 15 hours.

Language Requirements

The language requirement must be met by satisfactorily passing the reading comprehension section of an appropriate national standardized test administered by the ASC Department of Languages, Literature, and Dramatic Arts in one of the following: French, German, Latin, Russian, or Spanish. This is equivalent to passing the appropriate 103-level language course.

Comprehensive Examinations

Satisfactory performance on both written and oral comprehensive exams is required of all candidates for the M.A. in History. As coursework nears completion specific details on the exams should be worked out in coordination with the faculty advisor and the Graduate Coordinator.

Thesis/Internship Requirement

All three concentration fields require either a thesis or an internship. Topics and other arrangements for these projects must be planned in consultation between the student, the faculty advisor, and the Graduate Coordinator.

**PROGRAM FOR THE DEGREE OF
MASTER OF ARTS IN HISTORY**

	Hours
A. Concentration in American or in European History:	
Prerequisite: History 300 (ASC) or undergraduate history methodology course	
1. In field of concentration (American or European) (to include historiography in field of concentration) . . .	25
2. History outside concentration . . .	15
3. Electives in history or approved related field courses.	10
4. Thesis	10
TOTAL	60
B. Concentration in Historic Preservation:	
Prerequisites for program or for courses in programs: HIS 300 (ASC) or undergraduate history methodology course, MPS 201 and 420 (ASC) or an introductory and an advanced course in preservation, MPS 207 (ASC) or introductory course in archaeology	

1. In Historic Preservation concentration	25
MPS 621 (American Architectural History)	
MPS 603 (American Material Culture)	
MPS 622 (Historical Archaeology) or	
MPS 602 (Practicum in Archaeological Analysis)	
MPS 612 (Administration)	
MPS 725 (Preservation Planning)	
2. Approved history courses (to include History 670 or History 671)	25
3. Internship (Archaeology 601 an option) and a research paper or Thesis	10
TOTAL	60

N.B. courses taken at the undergraduate level may not be repeated for graduate credit. At least 50% of the credit toward the M.A. must be taken at the 700-level.

OFFERINGS

In addition to any specifically noted course prerequisites, there is the general prerequisite that a student must have completed the equivalent of 15 hours of undergraduate work in history to become eligible to take graduate work for credit toward the Master of Education degree.

History Offerings

General

HIS 500—Historical Method (3-4-5)

Required of all History majors unless an equivalent course has been taken previously. An introduction to the nature and method of historical research, treating problems of investigation, organization, and writing through discussion and actual research experience in local history.

HIS 790-791—Independent Study (V-V-5)

Available each quarter. Prerequisites: at least 15 graduate hours in History, graduate GPA of 3.5 and approval by a departmental committee. An application may be obtained in the departmental office and should be submitted, with

the signature of the faculty member who will supervise the independent study, during pre-registration period the quarter before the independent study will be taken. Only one independent study may be credited toward the history concentration requirement.

United States History Offerings

HIS 554—Studies in American Diplomacy to WW I (5-0-5)

Prerequisite: HIS 251 or equivalent. Autumn, 1986.

Considers American objectives and policies in foreign affairs from colonial times to World War I.

HIS 555—Studies in American Diplomacy Since WW I (5-0-5)

Winter, 1987.

Considers American objectives and policies in foreign affairs from World War I to the present.

HIS 616—United States Constitutional History I (5-0-5)

A study of the origins, content, and expansion of the Constitution of the United States. (Identical to POS 616.)

HIS 617—United States Constitutional History II (5-0-5)

A study of more recent constitutional development from the Reconstruction era to the present day. (Identical to POS 617.)

HIS 621—American Architectural History (4-2-5)

Winter, 1987.

A study of various styles of American architecture, Georgian, Federal, Neoclassical, Eclectic and modern; slides from Historic American Building Survey; landscape architecture. Visiting speakers and field trips will be used.

HIS 651—Reform Movements in American History (5-0-5)

Spring, 1987.

A study of reform movements in America since the Revolution.

HIS 670—Topics in Savannah History (5-0-5)

Winter, 1987.

A research seminar involving intensive exploration of local history resources.

HIS 671—Seminar in Georgia and Local History (5-0-5)

Autumn, 1985. Prerequisites: HIS 470, 670, or permission of the instructor.

An exposition of the principles and techniques of local history followed by an intensive investigation of selected aspects of the history of Savannah and Georgia using primary sources and culminating in a research paper.

HIS 696—American Historiography (5-0-5)

Spring, 1986 (evening).

A study of the writing of American history from colonial times to the present with emphasis on the historical philosophies and interpretations of the major schools of thought as well as individual historians.

HIS 752—Studies in American Thought (5-0-5)

Autumn, 1985 (evening). Prerequisite: Permission of instructor.

A reading and research course devoted to the examination of topics in the history of American thought. May be repeated for credit as topics vary.

HIS 777—Topics in 20th Century U.S. History (5-0-5)

Summer, 1985 (evening). Prerequisite: Permission of instructor.

Covering the most recent period in U.S. History, the course emphasizes political, economic, and social issues. May be repeated for credit as topics vary.

European History Offerings

HIS 540—English History, 1495-1660 (5-0-5)

Autumn, 1985 (evening).

An analysis of political, constitutional, economic, and religious issues under the Tudors and early Stuarts, including the English Civil War.

HIS 541—English History, 1660-1815 (5-0-5)

Winter, 1986 (evening).

An investigation of the Restoration monarchies, and constitutional revolution of 1688, the rise of ministerial responsibility in the early 18th century, the American colonial revolt, and England's relationship to the French Revolution.

HIS 547—Age of Absolutism (5-0-5)

The primary focus of this course is the political, social and intellectual history of western Europe during the seventeenth and eighteenth centuries.

HIS 548—Europe in the Nineteenth Century (5-0-5)

A study of the most important social, political, and intellectual directions of European history from the Congress of Vienna to the end of the nineteenth century.

HIS 550—Europe in the Twentieth Century (5-0-5)

Summer, 1985; Spring, 1986.

A study of major developments in Europe since 1900.

HIS 611—Seminar on the Crusades (5-0-5)

Spring, 1986.

An examination of the 12th and 13th century Crusade movement through the study of available primary source material.

HIS 628—Russia and the West (5-0-5)

Summer, 1985.

A detailed study of the impact of Western influence on the Muscovite state in the sixteenth and seventeenth centuries.

HIS 631—The Russian Revolution (5-0-5)

Winter, 1987. Prerequisite: Permission of instructor.

An examination of the Russian revolutionary tradition, the causes for the collapse of Tsarism, the Bolshevik Revolution, and victory in the Russian Civil War.

HIS 635—History of Soviet Foreign Policy (5-0-5)

Autumn, 1985.

This course reviews historically the development of Soviet foreign policy toward Western Europe states, notably Germany, and also with the non-European world through 1917-1940, World War II, and Cold War phases. Special attention will be given in this last phase to U.S.-Soviet rivalry. Soviet relations with other communist states in Eastern Europe, China, and the Third World, and to the recent moves toward detente.

HIS 647—The French Revolution and Napoleon (5-0-5)

Autumn, 1985.

The ideas and events of the Old Regime and the Enlightenment in France, with emphasis on the impact of the French Revolution and the career of Napoleon upon the major European nations.

Readings on the French Revolution, with special emphasis on conflicting interpretations, or research projects may be assigned.

HIS 695—European Historiography (5-0-5)

Spring, 1987.

A study of the writers of history in the Western cultural tradition, with an emphasis on the historical philosophies, interpretations, and problems raised by the major modern European historians.

HIS 733—Topics in Modern Russian History (5-0-5)

Spring, 1987.

Selected topics in nineteenth and twentieth century Russian intellectual, political, economic, and social history. May be repeated as topic varies.

HIS 745—The Ancient Regime (5-0-5)

Prerequisite: Permission of instructor.

Topics will alternate between the Age of Louis XIV and the Age of Enlightenment. May be repeated for credit as topics vary.

HIS 750—Topics in Modern Europe (5-0-5)

Summer, 1986. Prerequisite: Permission of instructor.

Topics will vary among such as the following: the Revolutions of 1848, the World of Napoleon III, Bismarck and Modern Germany, World War I conflicts and controversy. May be repeated for credit as topics vary.

Non-Western History Offerings**HIS 510—Latin America (5-0-5)**

A topical course in Latin-American history with consideration given to institutions of the areas as well as events and personalities.

HIS 512—Topics in African History (5-0-5)

Spring, 1986.

A treatment of selected topics in African civilizations from ancient times, with major emphasis on development of the continent since 1800.

HIS 721—Topics in Modern East Asia (5-0-5)

Summer, 1986. Prerequisite: Permission of instructor.

Selected topics in the nineteenth and twentieth century international, political, economic, social, intellectual, or contemporary developments in East Asia. May be repeated as topics and instructors vary.

N.B. In the M.Ed. and Ed.S. programs courses in Russian history also are considered to be non-Western.

Museum and Preservation Studies Offerings

MPS 601—Fieldwork in Historical Archaeology (0-10-5)

Summer. Prerequisite: MPS 207 or permission of instructor or director.

An introduction to and first application of archaeological methods to a specific field project. Excavation techniques, surveying and map making, data collecting and recording, archaeological photography, the identification and analysis of artifacts, and the interpretation of archaeological data will be presented in field and laboratory work as well as in lectures and readings. Course may be repeated for credit.

MPS 602—Practicum in Archaeological Analysis (2-6-5)

Autumn, 1985. Prerequisite: permission of instructor or director.

The application of archaeological interpretative techniques to a specific site or analytical problem. Individual research projects in the interpretation of archaeological data and the conservation of artifactual finds with special attention to the care and storage of collections, display in the museum setting, and the presentation of archaeologically-derived information.

MPS 621—Architectural History (4-2-5)

Spring, 1987.

A study of various styles of American architecture, Georgian, Federal, Neoclassical, Eclecticism and modern; slides from Historic American Building Survey; landscape architecture. Visiting speakers and field trips will be used.

MPS 622—Historical Archaeology (5-0-5)

Winter, 1986.

Prerequisite: MPS 207 or permission of instructor.

An introduction to the archaeology of North America since the arrival of European man in the New World. Some attention will be paid to British and Continental Post Medieval Archaeology as well as to the special areas of Industrial and Nautical Archaeology. Special stress will be given to archaeological method and theory both as a perspective for the writing of history and as a component of Historic Preservation.

Languages, Literature, and Dramatic Arts

Faculty

Strozier, Robert, Department Head
Brooks, S. Kent
Brown, Hugh
Easterling, William
Jones, James Land
Killorin, Joseph
Noble, David
Raymond, Richard
Roth, Lorie

Objectives

The Department of Languages, Literature and Dramatic Arts, in cooperation with the Department of Secondary and Special Education, offers two programs of study leading to the Masters of Education degree with concentrations in English, one a certifiable option and one a non-certifiable option. The objectives of the certifiable program of study are:

1. To upgrade the teaching of secondary school English by increasing the competencies of English teachers in the areas of linguistics, composition, and literature;
2. To enable teachers of English in secondary schools to pursue study that will enrich their skills, knowledge, and understanding in the teaching of language, composition, and literature;
3. To provide opportunities for professional growth and cultural enrichment for individuals holding the bachelor's degree but having no further degree or certification objectives;
4. To enable teachers of English in secondary schools to qualify for the T-5 certificate.

The Department also offers a non-certifiable MEd degree with some adjusted objectives and requirements.

Advisement

Each student admitted to the program in English will be assigned an academic advisor from the Department and a professional advisor from the Department of Secondary Education. As soon as the student is notified of this assignment, a conference with each advisor should be arranged.

Comprehensive Examination

Each candidate for the Master of Education degree with a concentration in English must pass a written comprehensive examination. The comprehensive examination will be based on the reading list in language and literature which the student must secure when he matriculates. The student may choose to be examined under any reading list in force during the time of his enrollment. Copies of the reading list are available in the departmental office. For more specific information concerning the comprehensive examination, contact the department head.

PROGRAM FOR THE DEGREE OF MASTER OF EDUCATION WITH A MAJOR IN ENGLISH (with T-5 certification)

	Hours
A. English Courses	40
1. ENG 620, 621, 622	15
2. Approved electives	25
(A student may count no more than fifteen hours of 500 level work toward the degree. ENG 600, 601, 602, 700, and 790 may be retaken as the course is reoffered with a different topic.)	
B. Professional Education Courses	20
1. EDN 721 or 722	5
2. EDN 731; EDN 741, 771	15
TOTAL	60

Special Note: Because the courses in the teaching of reading and in exceptional children are required for certification, a student must present at least one of these as part of his undergraduate record before he will be admitted to candidacy for the MEd degree in English or must present the equivalent graduate course in addition to the sixty hours normally required in the MEd program.

OFFERINGS

Only graduate students may take 700 level courses. All other courses are open to undergraduate and graduate students.

Drama/Speech and Drama/Speech— Film Offerings

DRS/FLM 351/551—Film and Literature (5-0-5)

Studies in the translation of literature to film with emphasis on the differences of the media in form, content, and perception.

DRS 450-451-452/650-651-652—Summer Theater (5-15-5)

English Offerings

ENG 300/500—Early British Literature Through 1603 (5-0-5)

ENG 302/502—British Literature: 17th Century (5-0-5)

ENG 304/504—British Literature: 1600-1800 (5-0-5)

ENG 305/505—19th Century I: British Romantic Poetry and Prose (5-0-5)

ENG 306/506—19th Century II: British Victorian Poetry and Prose (5-0-5)

ENG 307/507—20th Century: British Poetry and Prose (5-0-5)

ENG 308/508—American Literature to 1830 (5-0-5)

ENG 309/509—American Literature: Emerson through Twain (5-0-5)

ENG 310/510—American Literature: Naturalism to the Present (5-0-5)

ENG 400/600—Special Topics (5-0-5)

ENG 401/601—Special Genre (5-0-5)

ENG 402/602—Special Author (5-0-5)

ENG 605—Chaucer (5-0-5)

ENG 606—Shakespeare (5-0-5)

ENG 607—Milton (5-0-5)

ENG 620/400—Practical Criticism I (5-0-5)

The course explores how a teacher may use a spectrum of critical approaches to illuminate works of literature, especially the epic, tragedy, comedy, and satire. Works are taken from "Reading List for the M.Ed. Comprehensive Examination in English (Fall, 1982): Pre-1800," with the intention of preparing students for this examination.

ENG 621/400—Practical Criticism II (5-0-5)

The course explores primarily the application of the formalist approach to the works of literature, concentrating on the lyric, the short story, and the novel. Works are taken from "Reading List for the M.Ed. Comprehensive Examination in English (Fall, 1982): Post-1800," with the intention of preparing students for this examination.

ENG 622/422—Approaches to Language (5-0-5)

A survey of the components of language study as well as the various approaches to language, meaning, and syntax. Relationships between the teacher's language study and classroom implementation of various facets of it will be explored.

ENG 662—Literature: Its Intellectual Backgrounds (5-0-5)**ENG 666—Historical Linguistics (5-0-5)****ENG 700—Special Topics (5-0-5)****ENG 701—Studies in British Literature: Pre 1660 (5-0-5)****ENG 702—Studies in British Literature: 17th and 18th Century (5-0-5)****ENG 703—Studies in British Literature: 19th and 20th Century (5-0-5)****ENG 704—Studies in American Literature (5-0-5)****ENG 705—Studies in Comparative Literature (5-0-5)****ENG 790—Independent Study or Seminar (5-0-5)**

competence of mathematics teachers in secondary schools

2. To develop the skills, confidence, enthusiasm, and understanding that such teachers need in order to meet the present scientific and technological challenges of modern society.
3. To acquaint secondary mathematics teachers with the various major branches of mathematics which are relevant to modern secondary mathematics curricula.

Advisement

Shortly after being admitted to the MEd degree program in mathematics, each student will be assigned an advisor. Upon notification of this assignment, the student should arrange for a conference and begin planning a degree program. Failure by the student to consult regularly may greatly lengthen the time necessary to complete the program.

Transfer of Courses

Students who wish to transfer graduate credit for courses taken at other institutions should note the general limitations and procedures of this graduate catalog. Such transfer of credit is handled on an individual basis and requires the written approval of the student's advisor, the department head, and the appropriate dean.

Comprehensive Examinations

During their final quarter, students are required to pass an oral comprehensive examination, covering the areas in which they have had course work. Students exempting the calculus or geometry course will be expected to demonstrate proficiency in these areas on the comprehensive examinations. Students should notify their advisor and the department head, no later than midterm of their next-to-final quarter, of their intention to take the comprehensive examination during the following quarter.

The committee administering this comprehensive examination will consist of three members of the graduate faculty of the Department of Mathematics and Computer Science chosen by the department head, and one member of the graduate faculty of the School of Education chosen by the Department of Secondary Education. The department head will notify the student of the proposed time, date, and place of the examination, and the composition of the committee.

Students who fail the oral comprehensive examination may request to take a written

Mathematics and Computer Science**Faculty**

Vacant, Department Head

Cyphert, Daniel

Hansen, John

Harbin, Micki Sue

Kilhefner, Dale

Munson, Richard

Richters, Stephen

Shipley, Charles

Objectives

The Department of Mathematics and Computer Science, in cooperation with the School of Education, offers a program of study leading to the degree of Master of Education. The objectives of this program are:

1. To enhance the academic and professional

comprehensive examination one time during the same quarter. Passing the written examination will satisfy the comprehensive examination requirement. Students who fail should contact their advisor to plan remedial action. All comprehensive examinations beyond the first will be written examinations. Students may not take written comprehensive examinations twice in consecutive quarters.

**PROGRAM FOR THE DEGREE OF
MASTER OF EDUCATION WITH A
MAJOR IN MATHEMATICS
(with T-5 certification)**

	Hours
A. Mathematics Courses (not to include Mat 592)	35
1. MAT 703	5
2. MAT 536 or 630 (536 is required if student has not taken Euclidean geometry)	5
3. One course from: MAT 593, 796, 797	5
4. Electives (with advisor consultation)	20
B. Professional Education Courses	20
1. EDN 731, 741, 771	15
2. EDN 721 or 722	5
C. Approved Electives (graduate science encouraged)	5
TOTAL	60

Special Note: The requirement for exceptional children (EXC 622) must be met either at the graduate or undergraduate level. Meeting this or any special need will require additional hours beyond the basic sixty.

OFFERINGS

All graduate MAT courses, with the exception of 550, 592, and 593 require at least twenty-five hours of college mathematics at or beyond the level of calculus, including at least one course in which writing of deductive proofs is required. Additional prerequisites for some courses appear with the course description.

MAT 536—Modern Geometry (5-0-5)

A survey of topics from Euclidean geometry.

MAT 546—Mathematical Modeling and Optimization (4-0-4)

Design, solution, and interpretation of mathematical models of problems in the social, life,

and management sciences. Topics chosen from linear programming, dynamic programming, scheduling theory, Markov chains, game theory, queuing theory, and inventory theory.

MAT 550—Principles of Computer Science (4-3-5)

Prerequisite: Ten hours of college mathematics.

BASIC syntax, algorithms, flow diagrams, debugging. Internal representation of data and instructions, elementary circuits. Programming problems and applications for the mathematics teacher.

MAT 553—Numerical Analysis (4-3-5)

Prerequisite: CS 110 or 146 or MAT 550.

Numerical error; polynomial interpolation; systems of linear equations; numerical integration and numerical solution of differential equations; matrix inversion; evaluation of determinants; calculation of eigenvalues and eigenvectors; boundary value problems.

MAT 592—Modern Mathematics for Elementary Teachers (5-0-5)

A study of the mathematics content to be taught in the elementary school, with emphasis on current methods using concrete materials for teaching concepts, skills, and problem solving. (This course may not be counted as part of the 35 hour mathematics requirements.)

MAT 593—Teaching of Middle School/General Mathematics (5-0-5)

Problems of teaching traditional topics such as fractions, decimals, percentage, measurement (especially in the metric system), and informal geometry. Emphasis on incorporating drill and practice in necessary skills with fresh topics like probability and statistics, and with appropriate games and laboratory activities. Students will become familiar with relevant literature by helping to construct a resource list.

MAT 606—Functions of a Complex Variable (5-0-5)

Complex numbers; elementary functions and transformations; the Cauchy theory; conformal mapping; Riemann's mapping theorem.

MAT 616—Theory of Numbers (3-0-3)

Divisibility and congruence; quadratic reciprocity; diophantine equations; number-theoretic functions and their applications; selected advanced topics from algebraic and analytic number theory.

MAT 630—Transformation Geometry Via the Complex Numbers (5-0-5)

Algebraic operations on the complex numbers and their corresponding geometric interpretations; a characterization of isometries of the complex plane as translations, rotations, reflections and glide reflections; a study of isometries as groups; similarities; some classic theorems.

MAT 670—History of Mathematics (3-0-3)

A survey of the development of mathematics from its empirical beginnings to its present state.

MAT 703—Analysis: Calculus in the first Three Dimensions (5-0-5)

A survey of the basic notions of differential and integral calculus for functions in dimensions one, two, and three. Development of the derivative as a linear operator. Special emphasis on application and mathematical modeling. Some knowledge of linear algebra is expected.

MAT 720—Applied Probability (5-0-5)

Review of elementary probability. Stochastic processes, Markov chains, game theory and simulation. Several applications are developed throughout the course. Some knowledge of elementary probability is expected.

MAT 796—Problem Solving (5-0-5)

Sharpening of problem solving skills; techniques for teaching problem solving; wide variety of problem solving strategies illustrated by problems, primarily using high school mathematics content.

MAT 797—Teaching of Algebra and Geometry (5-0-5)

Prerequisite: A college geometry course (undergraduate or graduate).

Major topics in algebra and geometry (such as functions, graphs, inequalities, proofs, constructions) and the problems in teaching them. Students will be expected to show mastery of the content and will make brief classroom presentations.

CS 596—Computer Literacy for Educators (4-3-5)

Prerequisite: College Algebra.

A study of the use of computers, with emphasis on instructional use. Hardware components of computers, programming, software evaluation and the impact of computers on the curriculum. Hands-on experience with the use

of commercial packages and the creation of instructional software. This course may not be counted toward the M.Ed. in Mathematics

School of Education

Nash, Charles, Dean

MASTERS LEVEL

Elementary Education**Faculty**

Ward, Paul, Department Head
Agykeum, Steve
Battiste, Bettye Anne
Cochran, John H., Jr.
Dandy, Evelyn
Lawson, Cornelia
Stephens, Jacquelyn

Objectives

The MEd degree is designed to provide T-5 certification according to levels and specific areas as stipulated by the Georgia State Department of Education.

By offering advanced preparation to those who professionally serve in schools, the departments hope to aid in the development of teachers who possess the highest qualities of character, commitment, and professional competence. This aim will be facilitated by (1) encouraging the student to do scholarly study in advanced professional, specialized and general education subject matter; (2) helping the student become acquainted with the most recent research developments in child growth and development and the latest trends in curriculum; (3) deepening his appreciation for performance in scientific investigation and research; and (4) promoting personal and professional maturity of the student that will be reflected in his relationships as he goes about his work in the community and in the field of education.

Advisement

Shortly after admission each student is assigned an education advisor. As soon as the student is notified of this assignment a conference should be scheduled to determine any conditions and specific requirements the stu-

dent must meet in order to complete the degree and certification objectives.

Transfer of Courses

Provisions for transfer of credits are delineated in the Graduate Academic Regulations section of this catalog. Information on CATES courses transfer is published in the same section.

Comprehensive Examination

An appropriate committee of the faculty of the graduate program will administer an oral examination to all candidates for the Master's degree. The chair of the examining committee will be the student's advisor. The student and the advisor will select the other two members of the examining committee. This committee will have at least one representative from one of the content areas on the student's degree plan.

The chair will select, in consultation with the student, the date, time, and place for the examination and will report this information and the results of the examination to the appropriate department head.

The department head shall notify the Graduate Office concerning the proposed place, date and time of the examination, the composition of the Committee, and the result of the examination.

PROGRAM FOR THE DEGREE OF MASTER OF EDUCATION IN EARLY ELEMENTARY EDUCATION

	Hours
A. Courses Appropriate to the Major	40
1. Content courses to cover three areas.....	25
2. Major area requirements	15
a. EEE 727	5
b. EEE 747 or 757	5
c. EEE 802 or Elementary option	5
B. Professional Education Courses	20
1. EDU 722.....	5
2. EDU 731, 771 and EDU 741	15
TOTAL	60

Special Note: The requirement for exceptional children (EXC 622) must be met either at the graduate or undergraduate level. Meeting this or any special need will require additional hours beyond the basic sixty.

Reading Certification Program (T-5 Reading Endorsement)

Selected appropriate hours with advisement from the following courses: EDN 641, EDU 645, EDN 743, 744, 753, 754.

PROGRAM FOR THE DEGREE OF MASTER OF EDUCATION IN MIDDLE SCHOOL EDUCATION

Several specialization programs are offered under the aegis of the MEd degree in elementary education. These specialized programs of study provide, in addition to the graduate major in middle school education which leads to T-5 certification, opportunity for students to qualify for certain other kinds of certification.

Graduate students majoring in middle school education must complete a minimum of sixty hours of approved courses in the following three areas: Professional Education Sequence, Specialized Courses, and Approved Electives.

One course in reading must be taken if not taken previously as well as an appropriate course in exceptional children if not taken previously.

The specialized content courses may be chosen from the following areas: art; music; foreign languages; health and physical education; language arts, including reading, literature, speech, linguistics; mathematics and science; and the social studies. Educational background, types of teaching experience, specific needs, interests and the goals of students will be the determinants for staff advisement in student selection of content areas. Upon the basis of the foregoing factors, students may choose specialized courses from at least three (including language arts) content areas.

	Hours
A. Courses Appropriate to the Major and Specialization	40
1. Major field (content) courses in middle or elementary education	25-30
2. Approved electives.....	10-15
Elective courses are to be selected with advisement. For students not previously having a course in middle school education, EDN 650—The Middle School is required.	
Certification Options:	
Compatible with Education pro-	

grams are certification options in the specialized areas which follow. Students desiring certification in either option may take the required courses as they pursue the master's degree in their respective teaching fields.

- a. Supervising Teacher
Services 15
Specific electives include: EDN 681, 682, 683

- b. Reading..... 25

Reading Certification Program (T-5 Reading Endorsement)

Selected appropriate hours with advisement from the following courses: EDN 641, EDU 654, EDN 743, 744, 753, 754.

- B. Professional Education Courses 2
1. EDN 721 or EDU 722..... 5
2. EDU 731, 741, 771 15
TOTAL 60

OFFERINGS

Special Note: Most of the following EDN courses are provided primarily—but not exclusively—by the Department of Elementary Education. Generally EDN and EEE courses are taught through the Department of Elementary Education. EDU and EXC courses are generally taught through the Department of Secondary Education.

EDN Offerings

EDN 618—Literature for the Middle School Learner (5-0-5)

Provides opportunity for prospective and in-service teachers to explore multimedia offerings of literary value and of significance to age level of learners found in the middle school. Relates literature to all areas of the middle school curriculum.

EDN 621—Tests and Measurements (5-0-5)

Principles and procedures in evaluating pupil growth.

EDN 632—Multicultural Education (5-0-5)

Educational study as it relates to the American multi-ethnic society. Particular emphasis on ethnic minorities.

EDN 640—Teaching Language Arts in Elementary School (5-0-5)

Exploration in the four broad areas of the

language arts. Investigation of pertinent research of the past decade; opportunities for enriching experiences with media.

EDN 641—Methods of Teaching Reading (5-0-5)

Basic principles of and methods underlying the elementary school reading program.

EDN 642—Reading and Literature for Children (5-0-5)

Designed to acquaint elementary teachers with the stimulating language environment of the wide world of literature for children. The literature approach of language learning seeks to assist the teacher in guiding children to become active, sensitive learners who explore, inquire, and discover.

EDN 650—The Middle School (5-0-5)

An overview of the history and purpose of the middle school; characteristics of the middle school learner; emphasis upon the nature and role of the middle school teacher and upon appropriate programs for the needs of middle school learners.

EDN 681—Directed and Evaluating Student Teaching (5-0-5)

Information, skills and understanding required for effective supervision of student teachers. Selected teachers.

EDN 682—Internship for Supervising Teachers (5-0-5)

(Grade awarded, S or U only.)

Cooperative field experience involving public school teachers, student teachers, college personnel.

EDN 683—Seminar in Supervision (5-0-5)

An opportunity for experienced supervising teachers to evaluate criteria and to develop plans for increasing skills in guiding student teachers.

EDN 691—Science for Elementary Teachers (5-0-5)

Opportunities for acquiring scientific knowledge and methodology appropriate for the elementary grades.

EDN 702—Seminar in Education for Staff Development (V-V-V)

Offered on demand. Prerequisites: Students must be enrolled in an approved staff development activity sponsored by a local school system. Admission to the course must be approved by the student's advisor and by the department head.

This course is designed to provide a framework through which teachers and local school systems, in conjunction with the college, may offer graduate credit for approved staff development activities. Credit for this course may be approved for either content or elective work. With a change in content, this course may be repeated for additional credit.

EDN 721—Advanced Studies In Human Growth and Development (5-0-5)

A comprehensive view of human growth and development with emphasis upon the recent literature in these fields.

EDN 741—Curriculum Planning (5-0-5)

Treatment of curricular trends and issues. Emphasis upon criteria needed for curriculum planning and development.

EDN 742—Seminar In Elementary Education (5-0-5)

Opportunities to analyze issues, theories and practices in elementary education.

EDN 743—Problems In Reading (5-0-5)

Prerequisite: EDN 641.

Content based upon problems met in the teaching of reading and fundamental principles and methodology of the reading process.

EDN 744—Diagnosing and Prescribing in the Reading Process (5-0-5)

Prerequisite: EDN 641.

Designed to evaluate primary issues in differentiated instruction. Examination of techniques employed in diagnosing and prescribing for reading difficulties.

EDN 753—Remedial Reading Practicum (5-0-5)

Prerequisite: EDN 744.

A study of the various methods and materials utilized to test and teach remedial readers. The student will be required to tutor one poor reader.

EDN 754—Organization and Supervision of the Reading Program (5-0-5)

Prerequisite: EDN 753.

Designed to provide an in-depth study of the roles of the reading specialist.

EDN 762—Guidance in Elementary School (5-0-5)

Application of the guidance point of view and guidance techniques to the elementary school classroom. Emphasis is upon the teacher's role in cooperating with professional guidance workers.

EDN/ZOO 792—Zoology for Elementary Teachers (5-0-5)

Modern approaches to teaching the biological sciences. Emphasis on understanding of life processes in the animal kingdom.

EDN/BOT 793—Botany for Elementary Teachers (5-0-5)

Lecture-laboratory course dealing with principles involved in classifying and identifying plant life.

EDN/CHE 794—Chemistry for Elementary Teachers (5-0-5)

A study of the more important metallic and non-metallic elements with emphasis on practical application at the elementary school level.

EDN/PHS 795—Earth Science for Elementary Teachers (5-0-5)

Study of the composition of earth, classification and identification of rocks and minerals in a format appropriate for teachers of elementary-age children.

EDN 796—Geography for Elementary Teachers (5-0-5)

A critical examination of instructional procedures and techniques in teaching geography in elementary grades. Selection, organization and presentation of structured facts of human environment, both cultural and physical. Emphasis given to the conceptual approach in the analysis of space and regional interaction.

EDN 797—Social Studies for Elementary Teachers (5-0-5)

Investigation of newer approaches to social studies teaching. Emphasis on related skills as map and graph reading. Analysis of behavioral objectives for social studies teaching.

EDN 800—Internship (O-V-V)

(Grade awarded, S or U only.)

Students who hold teaching positions in school and/or clinic settings will be supervised by college staff members for one academic year. Supervisors will observe and hold conferences with each candidate. Students must complete one academic year to receive credit.

EDN 804—Practicum In Middle School Education (O-V-5)

(Grade awarded, S or U only.)

Supervised experience with middle grades children, level dependent upon prior experi-

ences of student. Seminars, projects and research planned according to students' needs.

EDN 810—Leadership in Supervision and Administration (5-0-5)

Tools, techniques and processes that enhance classroom teacher educational decision making and leadership are examined together with the factors, sources and processes for classroom application. Restricted to specialist degree students.

EDU 812—Special Topics in Curriculum (5-0-5)

Guided research and study of current curriculum issues directly related to the student's professional interests and needs. Restricted to specialist degree students.

EDN/EDU 816—Internship/Practicum/Project/Thesis (5-0-5)

Prerequisites: EDU 810, EDN 812 and EDU 814. Restricted to specialist degree students.

Each student will meet the requirements for this course according to his/her individual needs and the requirements of the separate degree programs. In consultation with the professor, the student may be required to complete an internship or practicum in a school or agency, prepare an advanced project on a topic of interest, or write a thesis based on a proposal developed in the special problems course.

Early Elementary Education (EEE) Offerings

EEE 727—Child Growth and Development (5-0-5)

Lecture and laboratory. Basic concepts and problems of child development; observation, behavior patterns, child study.

EEE 728—Movement Exploration and Motor Learning in Children (5-0-5)

Emphasis on understandings, skills, and teaching techniques in movement education needed in the teaching of young children and pre-adolescents.

EEE 737—Foundations of Early Childhood Education (5-0-5)

Historical developments, philosophy and objectives of nursery schools, kindergartens, and day care centers; exploration of teacher-child and teacher-family interactions, diagnosis and evaluation of children.

EEE 738—The Young Child and His Family, School, Community (5-0-5)

Interaction with community for services and resources. Family study from many different angles, utilizing data from various fields, developing skills in procedures and techniques for working with parents.

EEE 747—Early Elementary Education Curriculum (5-0-5)

Content, approaches, methods and materials appropriate for young children as presented in interdisciplinary or experience approach emphasizing how language arts, science, mathematics, social studies, and the creative arts are adapted to skills and needs of children.

EEE 757—Early Elementary Instructional Strategies/Methods (5-0-5)

Review of research and programs; teaching strategies for children under ten. Implications for program development. Developing skills involved in translating concepts into classroom practice.

EEE 758—Creative Activities in Art, Music, Dance and Drama (5-0-5)

Focus on activities in the four designated areas, utilization of interdisciplinary approach.

EEE 802—Practicum in Early Elementary Education (0-V-5)

(Grade awarded, S or U only.)

Supervised experience with young children, level dependent upon prior experiences of student. Seminars, projects and research planned according to students' needs.

Physical Education

Faculty

Sims, Roy, Department Head
Burgess, Clifford
Cochran, John
Newberry, Lloyd
Stokes, William
Tapp, Lawrence
Ward, Paul

Objectives

The Graduate study in physical education is designed to strengthen and extend the stu-

dent's knowledge of history, principles and philosophy of physical education. In addition, it will include in-depth study in physiology of exercise, movement exploration, sports psychology, and kinesio-therapy. The program will provide opportunities for students to develop an understanding of the application of these sciences and areas of knowledge to the growth and development of atypical as well as typical children.

The primary emphasis at the master's level will be the preparation of better teachers and will include meaningful laboratory and appropriate field experiences. Attention will be given to the developmental phases of graduate programs for appropriate consideration and emphasis on physical education at the early childhood, elementary, junior high and secondary school levels.

The graduate program will:

- Contribute to the continual development of the community's educational opportunities.
- Advance the student's technical and analytical skills of mechanical analysis and motor learning through advanced program work and study.
- Provide an opportunity for the advanced study of the physiological functions of the human body.
- Provide for advanced educational skills in the methods of planning, teaching methods, curriculum development and research techniques.
- Provide opportunities for the advancement of knowledge in analytical and technical skills of movement.
- Provide an opportunity for continuous professional growth and competency, for expanding professional and cultural backgrounds and for extending knowledge and understanding in an area of speciality.
- Provide an opportunity for personal growth and development through group interaction and cooperative research studies and methods.

Advisement

Upon admission to the program each student is assigned an advisor who approves a program of study. As soon as the student is notified of this assignment a conference should be scheduled by the student.

Comprehensive Examination

A committee of the faculty of the graduate program will administer a comprehensive ex-

amination to candidates for the Master's degree. The student's advisor will be the chair of the examining committee. This chair, in consultation with the student, will select the date, time, and place for the examination and will report this information and the examination results to the appropriate college officials.

PROGRAM FOR THE DEGREE OF MASTER IN EDUCATION IN PHYSICAL EDUCATION

	Hours
A. Required Education Courses	20
1. EDU 722, 731	10
2. EDU 741, 771	10
B. Required Physical Education Courses	20
1. PE 700, 760	8
2. PE 770, 780, 800	12
C. Elective Physical Education Courses	10
Two courses selected from: PE 710, 720, 730, 740, 750, 790, 810; EXC 622	10
(EXC 622 is required if not taken in undergraduate program)	
D. Approved Electives	10
TOTAL	60

OFFERINGS

Physical Education Offerings

PE 700—Advanced Physiology of Exercise (3-4-5)

Prerequisite: PE 230 or equivalent Physiology of Exercise.

A study of the neuromuscular, metabolic, and cardiovascular-respiratory responses and adaptations to exercise. Emphasis is placed on the biologic basis of human physical performance and fitness. Laboratory experiences include exposure to environmental, ergonomic, metabolic, circulatory, respiratory, and body composition measurement techniques.

PE 710—Psychology of Coaching (5-0-5)

A study of the principles of psychology as applied to the problems of coaching today's athletes. A reading and research course designed to help students understand today's special situations, individual and team personalities and ways to motivate and improve performance.

PE 720—Philosophy of Sports in Society (5-0-5)

A study of the significance of sports in society. The course will focus on the definition and clarification of sports and the sporting experience in order to determine the place and meaning of sports in our lives.

PE 730—Outdoor and Recreational Activities (5-0-5)

In-depth study into the formulation of the major factors determining the philosophy of recreation, program planning and administration of outdoor experiences and recreational activities in all aspects of school, church and industry. Emphasis upon the development of a specific recreational program and/or activity.

PE 740—Social and Psychological Aspects of Physical Education (5-0-5)

A study of the research literature in sociology and psychology as it relates to physical activity. Emphasis is placed on application to physical education and athletics.

PE 750—Administration and Supervision of Physical Education and Athletics (5-0-5)

Advanced study and research into the relationship of athletics and physical education programs in the educational community. Specific attention is given to personnel, eligibility, finance, liability, safety, and policies in directing and supervising intramural and interscholastic athletics.

PE 760—Readings in Physical Education and Athletics (3-0-3)

A comprehensive review of literature in physical education, athletics, and related areas, with emphasis on learning to evaluate research methods and findings.

PE 770—Motor Learning (4-2-5)

This course is designed to acquaint students with research findings and empirical evidence regarding the physiological and psychological implications of motor skills, learning theories and other individual differences as they influence physical activity.

PE 780—Mechanical Analysis (4-2-5)

Prerequisite: PE 330 or equivalent Kinesiology.

A scientific analysis of basic human movement skills with emphasis on the laws of physics and their application in physical education and sport.

PE 790—Methods and Materials (5-0-5)

Prerequisite: PE 443 or equivalent Methods and Curriculum in Health and Physical Education.

Selection of level of specialization for in-depth study of research materials and current trends in physical education teaching methods.

PE 800—Seminar on Current Issues (2-0-2)

Study of current issues and problems in physical education with emphasis on outstanding studies and research in the field. Emphasis is on student participation to provide them the opportunity to exchange and assimilate ideas and concepts.

PE 810—Research in Physical Education (5-0-5)

Prerequisite: PE 312 or equivalent measurement and Education in Health, Physical Education and Recreation.

A study of methods of research in physical education. An analysis of selected research articles and designs will be emphasized.

Secondary Education and Special Education

Faculty

Stokes, William, Department Head
Burgess, Clifford
Galloway, Herbert
Newberry, Lloyd
Robinson, Aurelia
Stevens, Linda

Objectives

The MEd degree is designed to provide T-5 certification according to levels and specific areas as stipulated by the Georgia State Department of Education. Degree programs for specific secondary areas of certification such as history, English, biology, etc., are described in the chapters of this catalog devoted to these content areas. The education departments participate in each such program but also offer several complete programs leading to certification, such as Special Education-Behavior Disorders, Reading Specialist, etc. The educa-

tion department heads can provide guidance for meeting the certification requirements.

By offering advanced preparation to those who professionally serve in schools, the departments hope to aid in the development of teachers who possess the highest qualities of character, commitment, and professional competence. This aim will be facilitated by (1) encouraging the student to do scholarly study in advanced professional, specialized and general education subject matter; (2) helping the student become acquainted with the most recent research developments in child growth and development and the latest trends in curriculum; (3) deepening his appreciation for performance in scientific investigation and research; and (4) promoting personal and professional maturity of the student that will be reflected in his relationships as he goes about his work in the community and in the field of education.

Advisement

Shortly after admission each student is assigned an education advisor. As soon as the student is notified of this assignment, a conference should be scheduled to determine any conditions and specific requirements the student must meet in order to complete the degree and certification objectives.

Transfer of Courses

Provisions for transfer of credits are delineated in the Graduate Academic Regulations section of this catalog. Information on CATES course transfer is published in the same section.

Comprehensive Examination

An appropriate committee of the faculty of the graduate program will administer an oral examination to all candidates for the Master's degree. The chair of the examining committee will be the student's advisor. The student and the advisor will select the other two members of the examining committee. This committee will have at least one representative from one of the content areas on the student's degree plan.

The chair will select, in consultation with the student, the date, time, and place for the examination and will report this information and the results of the examination to the appropriate department head.

The department head shall notify the Graduate Office concerning the proposed place, date and time of the examination, the composi-

tion of the Committee, and the result of the examination.

Degree Programs

Degree programs which are cooperative with departments in the School of Arts and Sciences and the School of Human Services are clearly outlined in the departmental section of this catalog. Departments which are cooperative in MEd programs include Biology, Chemistry, Health Science, History and Political Science, Languages, Literature and Dramatic Arts, and Mathematics.

Degree programs in Special Education follow.

Business Education

Faculty

Stokes, William, Coordinator
Graduate Education Faculty, Armstrong State College
Business Education Faculty, Savannah State College

Advisement

Upon admission to this program each student is assigned an advisor who approves a program of study. As soon as the student is notified of this arrangement a conference should be scheduled by the student.

Comprehensive Examination

During the final quarter of residence a candidate must pass a final comprehensive examination in the field. The Business Education Coordinator shall notify the student, the Dean of the School of Education and the appropriate official at Savannah State College ten days prior to examination concerning the proposed place, date and time of examination and the composition of the committee. The Examining Committee's decision on the candidate's performance on the Comprehensive Examination will be reported as "pass" or "fail" to the Dean of the School of Education within three days after the examination.

Students interested in enrolling in the M.Ed. in Business Education should contact Dr. Stokes, Head of the Secondary Education Department at Armstrong State College, or

Drs. Harven or Lamb of the School of Business at Savannah State College. The Business Education Program is a cooperative program between Savannah State College and Armstrong State College. Course descriptions for courses appropriate to this program are found in the Graduate Catalog of Armstrong State College and the Graduate Catalog of Savannah State College under the areas of Education and Business, respectively.

Because of the cooperative nature of the Business Education program, students are encouraged to stay in close contact with their advisors.

Transfer of Courses

Students who have earned graduate credits at an accredited institution may transfer a limited number of credits to be applied toward the MEd degree in Business Education. Transfer of credit is handled on an individual basis.

PROGRAM FOR THE DEGREE OF MASTER OF EDUCATION IN BUSINESS EDUCATION

	Hours
A. Business Education Courses	30
1. Core Courses	15
BED 601, 603, 611	15
2. Option Courses	15
Select Option A or B	
a. Secretarial/Information Processing	15
1. BED 621	5
2. BED 622 or 623	5
3. BED elective	5
b. Basic Business/ Accounting	15
1. BED 631	5
2. BED 622 or 623	5
3. BED elective	5
B. Professional Education Courses	20
1. EDN 721 or 722	5
2. EDN 731, 741, 771	15
C. Electives	10
Ten hours from business admin- istration, business education, or education to complement the student's program. An appropriate course in exceptional children (EXC 622) must be taken, if not previously.	
TOTAL	60

OFFERINGS

The following courses are available at Savannah State College as a part of the cooperative Business Education Program.

BED 601—Current Problems in Business Education (5-0-5)

A study of the historical perspective or foundations of business education: current issues, problems, trends; curriculum development.

BED 603—Research Seminar in Business Education (5-0-5)

Analysis of research in business education.

BED 611—Administration and Supervision in Business Education (5-0-5)

Procedures for the effective administration and supervision of business education programs.

BED 621—Vocational Development in Shorthand and Typewriting (5-0-5)

Trends, methods, and procedures in the teaching of shorthand and typewriting.

BED 622—Improvement of Instruction in Information Processing (5-0-5)

Prerequisite: OAD 340: Word Processing Concepts or equivalent background.

The impact of concepts, practices, and trends in word processing and reprographics in a comprehensive business education program.

BED 623—Improvement of Instruction in Business Data Processing (5-0-5)

Prerequisite: Eligibility for T-4 certification in Business Data Processing.

The impact of concepts, practices, and trends in data processing.

BED 631—Improvement of Instruction in Accounting and Basic Business Courses (5-0-5)

Methods, procedures, research, and trends in accounting and basic business instruction.

BED 690—Research and Thesis (0-V-10)

The identification and development of a research topic in the student's area of interest with the approval of the Business Education Graduate Faculty.

BED 700—Internship in Teaching (0-V-10)

Internship teaching in vocational or secondary schools for those with needs in this area.

Science Education

Faculty

Stokes, William, Coordinator
 Beumer, Ronald
 Brewer, John
 Burgess, Clifford
 Guillou, Laurent
 Hansen, John
 Kilhefner, Dale
 Newberry, Lloyd
 Pingel, Allen
 Robinson, Doris
 Stratton, Cedric
 Thorne, Francis
 Ward, Paul
 Whiten, Morris

Advisement

Upon admission to this program each student is assigned an advisor who approves a program of study. As soon as the student is notified of this assignment a conference should be scheduled by the student.

Comprehensive Examination

To receive the MEd degree with a concentration in science education, each student is required to pass a comprehensive examination covering the areas in which he has had course work. The examination may be oral or written. Oral examinations will last approximately one and one-half hours; written examinations will last approximately three hours. This examination will be completed no later than mid-term of the quarter preceding that in which graduation is anticipated. If the student should fail the examination, he may be reexamined orally or in writing, at the discretion of the departments in areas of specific weakness only. The Coordinator shall notify the student and the Dean of the School of Education ten days prior to the examination concerning the proposed place, date, and time of the examination. The results of the examination are to be reported to the Dean of the School of Education within three days after the examination.

Transfer of Courses

Students who have earned graduate credits at an accredited institution may transfer a limited number of credits to be applied toward the MEd degree in Science Education. Transfer of credit is handled on an individual basis.

PROGRAM FOR THE DEGREE OF MASTER OF EDUCATION IN SCIENCE EDUCATION

	Hours
A. Science Courses	35
1. EDN 798	5
2. Other courses are selected, in consultation with the student's advisor, from the graduate courses in biology, chemistry, earth science, mathematics and physics. Each student will be required to take at least 30 hours of science content courses to include at least ten hours from each of two separate disciplines	30
B. Professional Education Courses	20
1. EDN 721 or 722	5
2. EDN 731, 741, 771	15
Electives are to be chosen through advisement and according to individual needs and may include courses in science, education, or a suitable third field with the prior approval of the student's advisor. An appropriate course in exceptional children (EXC 622) must be taken, if not previously.	
TOTAL	60

Social Studies Education

Objectives

The purpose of the graduate program in Social Studies is, first and foremost, to increase the academic and professional skills, competence, and enthusiasm of secondary teachers in their special fields and in the social studies generally.

In the broadest sense, it is our goal to provide continuing intellectual enrichment to mature adults of diverse interests, whose desire for learning has not ceased and for whom any degree marks but a stage in a continuing process of personal growth.

Advisement

Shortly after admission to the program in Social Studies, each student should contact the department head to secure an advisor. As

soon as notified of the assigned advisor, the student should arrange for a conference and begin planning a degree program. Failure by the student to consult regularly with the advisor may greatly lengthen the time necessary to complete the program.

Transfer of Courses

Students who have earned graduate credits at one or more accredited institutions may, under certain circumstances, transfer a limited number of quarter hours of such credits to be applied toward the MED degree program in Social Studies. Such transfer of credits is handled on an individual basis and requires the written approval of the student's advisor and the Department Head. In any case, no more than ten hours credit will be considered for transfer into the major field.

Comprehensive Examination

Satisfactory performance on comprehensive examinations, both written and oral, will be required of all degree candidates. Candidates should notify their major professor and the department head of their readiness to be examined at the time they apply for the degree—i.e., no later than mid-term of their next-to-final quarter. At this time the department head, in consultation with the student, will determine the examining committee of three faculty members, including the designated chairman. Following the department head's receiving of consent to serve from the committee members, the candidate will then approach them for requirements, including reading lists, etc. The Committee Chairman in consultation with the committee members and candidate, will determine the places, dates, and times of the written examinations, and of the oral exam. The examinations normally occur before mid-term of the student's final quarter, but never more than one quarter after course work for the degree has been completed.

The department head will notify the student regarding the result of the examinations. The examination papers and/or comments of the examining committee will become part of the student's permanent file in the Department, and the student may request a conference with the major professor and advisors for the purpose of reviewing the examination papers. In the event the candidate fails any part of the comprehensive examination the department reserves the right to require the student to take

additional courses in areas of weakness, before re-examination.

A student may repeat the Comprehensive Examinations as many times as necessary to demonstrate the required level of competence.

PROGRAM FOR THE DEGREE OF MASTER OF EDUCATION IN SECONDARY EDUCATION—MAJOR IN SOCIAL STUDIES

Teachers with baccalaureate degrees and who are certified in history, political science, or other social science disciplines earn T-5 certification within the context of a balanced social science curriculum. Of the 60 hours (12 courses) required to complete the degree, 40 will be selected from history, political science and economics. These, in addition to 20 hours of professional education, courses in the Social Sciences are required as follows:

	Hours
A. History	20
Including one course each in American, European, some area of Non-Western History and in Historiography.	
B. Political Science	15
C. Economics	5
TOTAL	40

Those with appropriate undergraduate preparation but who do not possess a teaching certificate may also pursue this degree. Additional coursework establishes qualifications for T-5 certification.

Close supervision and individual advisement insure that the program will be tailored to the needs of each student enrolled in it and will provide an adequate foundation for teaching a variety of subjects in the Secondary Social Studies curriculum.

PROGRAM FOR THE DEGREE OF MASTER OF EDUCATION IN SPECIAL EDUCATION—BEHAVIOR DISORDERS

Special Note: The prerequisite for this degree program includes Introduction to Exceptional Children (EXC 622).

	Hours
A. Professional Education Courses.....	20
1. EDN 722, 731	10
2. EDN 741, 771	10

B. Specialization Courses	30
1. EXC 723, 754, 780, 781	20
2. EXC 785, 786	10
C. Related Field Courses	10
Two courses selected from:	
EDN 641, 645, 753; EXC 625,	
721, 755, 760, 770, 773, 775,	
788, 790, 791, 792	
TOTAL	60

Special Note: Students are required to complete a minimum of ten hours practicum (cf. specialization courses) in one of the following ways:

- A. EXC 785 and EXC 786 may be completed over a two quarter period by those students who are working full time with Behavior Disordered students, or
- B. Students who are not employed full time may complete EXC 785 and 786 by working 2 different quarters in two different settings (such as Georgia Regional Hospital, Psychoeducational Center, Behavior Disorders classes) for a minimum of 10 hours per week for the quarter.

PROGRAM FOR THE DEGREE OF MASTER OF EDUCATION IN SPECIAL EDUCATION—LEARNING DISABILITIES

Special Note: Prerequisites for this degree program include Introduction to Exceptional Children (EXC 622), a T-4 Certificate, and one year of teaching experience.

	Hours
A. Professional Education Courses	20
1. EDN 722, 731	10
2. EDN 741, 771	10
B. Specialization Courses	30
1. EXC 723, 741, 755	15
2. EXC 770, 775, 788	15
C. Related Field Courses	10
Two courses selected from:	
EDN 721, 744; EXC 625, 754,	
760, 773, 793	
TOTAL	60

PROGRAM FOR THE DEGREE OF MASTER OF EDUCATION IN SPECIAL EDUCATION—SPEECH/LANGUAGE PATHOLOGY

Special Note: Prerequisites for this degree program include Introduction to Exceptional Children (EXC 622) and a T-4 Certificate in Speech Pathology or its equivalent.

	Hours
A. Professional Education Courses	15
1. EDN 721, 731	10
2. EDN 771	5
B. Specialization Courses	40
1. EXC 730, 732, 734, 736	20
2. EXC 737, 738, 739, 740	20
C. Related Field Courses	5
One course selected with	
advisement from the following:	
EXC 723, 754, 755, 770, 775,	
760, 790, 791, 792; EDN 641	
TOTAL	60

OFFERINGS

Special Note: Most of the following EDU courses are provided primarily—but not exclusively—by the Department of Secondary Education. Generally EDU and EXC courses are taught through the Department of Secondary Education. EDN and EEE courses are generally taught through the Department of Elementary Education.

EDU Offerings

EDU 620—Adolescent Literature (5-0-5)

An examination of the values to be found in folk tales, classical myths and legends, as well as the body of contemporary writing, especially created to satisfy interests and needs of adolescents.

EDU 621—Tests and Measurements (5-0-5)

Principles and procedures in evaluating pupil growth.

EDU 645—Reading in the Secondary School (5-0-5)

This course is designed to provide students with the rationale for teaching reading as they teach their content areas.

EDU 651—Newer Teaching Media I (2-6-5)

Prerequisite: Undergraduate media or permission of instructor.

Course in multi-sensory learning and the utilization and preparation of audio-visual materials. Includes the areas of programmed instruction, instructional design, and computers in education.

EDU 665—Introduction to Adult Education (5-0-5)

Prerequisite: Baccalaureate degree in teaching field or permission of Department Head.

An overview of the historical, philosophical

forces affecting adult education in the United States. Attention will be given to purposes of and practices in the field.

EDU 666—Psychology of Adult Learning: How Adults Learn (5-0-5)

Prerequisite: EDU 665.

Designed to provide the student of adult education with an opportunity to become acquainted with psychological factors which influence the adult's learning behavior. Specifically, the course will enable the student of adult education to acquire and/or to develop a basic understanding of the research and theoretical formulations regarding adults as learners.

Emphasis will be placed upon conditions that affect the adult learner in terms of his ability, potential, motivation, self-perception, role identification status and cultural background.

EDU 668—Adult Education-Strategies and Resources (5-0-5)

Prerequisite: EDU 666.

Study and evaluation of methods and materials employed in teaching adults. Utilization of psychology of teaching the adult learner with emphasis upon current teaching strategies for the educated and under-educated adult.

EDU 681—Directed and Evaluating Student Teaching (0-V-5)

Information, skills and understanding required for effective supervision of student teachers. Selected teachers.

EDU 682—Internship for Supervising Teachers (V-V-5)

(Grade awarded, S or U only.)

Cooperative field experience involving public school teachers, student teachers, college personnel.

EDU 683—Seminar in Supervision (V-V-5)

An opportunity for experienced supervising teachers to evaluate criteria and to develop plans for increasing skills in guiding student teachers.

EDU 690—Teachers, Environment, and Free Enterprise Institute (6-7-10)

This course is designed to assist teachers in increasing their understanding of the relationships of our physical and social environments and the free enterprise system. Emphasis will be placed upon the incorporation of this knowledge into classroom subject-matter teaching. The course will utilize consultants from gov-

ernment, public utilities, industry, and education and will be supplemented by field trips

EDU 702—Seminar in Education for Staff Development (V-V-V)

Offered on demand. Prerequisites: Students must be enrolled in an approved staff development activity sponsored by a local school system. Admission to the course must be approved by the student's advisor and by the department head.

This course is designed to provide a framework through which teachers and local school systems, in conjunction with the college, may offer graduate credit for approved staff development activities. Credit for this course may be approved for either content or elective work.

With a change in content, this course may be repeated for additional credit.

EDU 711—Philosophy and History of Education (5-0-5)

Traditional and modern philosophical systems and their impact on educational theory and practice.

EDU 722—The Nature and Conditions of Human Learning (5-0-5)

An advanced study of the various theories of learning with emphasis upon the latest ideas in this field.

EDU 725—Contemporary Problems in Educational Psychology (5-0-5)

Prerequisites: Two or more courses in psychology or sociology or a combination of the two.

A seminar to explore contemporary problems of a psycho-social nature affecting education.

EDU 731—Social Foundations of Education (5-0-5)

Basic graduate course in the contribution of the social sciences to education, focused on the significant issues and problems of education.

EDU 750—Practicum in Health Education (1-8-5)

Supervised, educational activity in a variety of settings including, but not limited to public health agencies, private health facilities and/or public schools. The course will be devoted to the design and implementation of health curriculum and includes a weekly one hour seminar on campus.

EDU 751—Newer Teaching Media II (2-6-5)

Prerequisite: EDN 651 or permission of instructor.

An advanced course emphasizing design and production of instructional materials in a laboratory setting. Student will design, produce, and try out individual projects using a variety of media.

EDU 761—Principles and Practices of Guidance and Counseling (5-0-5)

Guidance and counseling philosophy, process and techniques with application to individual and group training and therapy.

EDU 771—Education Research (5-0-5)

Methodology of educational research and its application to instruction and guidance.

EDU 772—Field-Based Research (V-V-5)

Research theory and an "on-the-job" research project dealing with improvement in the student's specific situation.

EDU 773—Individual Research (0-V-5)

Prerequisite: EDN 771.

Under the direction of a graduate faculty advisor, students conduct research relating to their professional interests and responsibilities.

EDU 775—Individual Study in Education (0-V-(1-5))

Prerequisite: EDN 771.

Opportunities provided for supervised research and independent study in selected areas. Research and reading in education to meet the needs of students involved. Designed for students with a knowledge of research. All work offered on an individual basis with the approval of department chairman, advisor, and instructor concerned.

EDU 791—Environmental Science (5-0-5)

Exploration of science principles through problem-solving. Designed to make environmental science situations meaningful.

EDU 798—Problems in Science Teaching (5-0-5)

Content is based upon problems met in the teaching of science with emphasis on the scientific method using the inquiry approach.

EDU 800—Internship (0-V-15)

Students who hold teaching positions in school and/or clinic settings will be supervised by collect staff members for one academic year. Supervisors will observe and hold conferences with each candidate. Students

must complete one academic year to receive credit.

EDU 805—School Evaluation (0-V-(5-10))

Study of school assessment procedures, self-study and follow-up.

EDU 812—Special Topics in Curriculum (5-0-5)

Guided research and study of current curriculum issues directly related to the student's professional interests and needs. Restricted to specialist degree students.

EDU 814—Special Problems in Educational Research (5-0-5)

The student, in consultation with his advisor, will select a special topic for extensive literature review and analysis of research findings. As a part of this course the student may prepare a research design and proposal which he may follow up with a thesis in the Internship-Thesis course. Restricted to specialist degree students.

EDU 816—Internship/Practicum/Project/Thesis (5-0-5)

Prerequisite: EDU 810, EDN 812 and EDU 814.

Each student will meet the requirements for this course according to his/her individual needs and the requirements of the separate degree programs. In consultation with the professor, the student may be required to complete an internship or practicum in a school or agency, prepare an advanced project on a topic of interest, or write a thesis based on a proposal developed in the special problems course. Restricted to specialist degree students.

Economic Education Offerings**EED 600—Dynamics of the American Economy (5-0-5)**

This course is designed for teachers and consists of a comprehensive overview of the American economic system, with particular emphasis upon critical economic issues that influence society. Teaching methodology, applications, and materials development are presented as an integral part of the course.

EED 610—Personal Finance (5-0-5)

This course is designed for teachers and covers the basic elements of personal finance needed by individuals and family units in mak-

ing wise decisions in today's society. Concepts covered include: assessment of individual resources, selective spending, credit, taxes, insurance, savings, investments, and budgeting. The course includes learning activities, curriculum development, and skills acquisition. An introduction to the use of computers in personal finance is integrated into the course.

Education of Exceptional Children (EXC) Offerings

EXC 622—Introduction to Exceptional Children (5-0-5)

An introductory study of the identification, diagnosis, and education of the atypical child.

EXC 625—Mental Hygiene in Teaching (5-0-5)

A consideration of the forces and influences on what constitutes normal behavior in personal and social relationships within the school setting. Student behavior, teacher behavior, and student-teacher interaction dynamics will receive major attention. Open to qualified undergraduate students, graduate students, and teachers seeking renewal of certificates.

EXC 626—Psychology of Abnormal Behavior (5-0-5)

The study of the various forms of abnormal behavior of children; etiology, symptoms, and treatment.

EXC 723—Assessment and Measurement of the Exceptional Child (5-0-5)

This course will emphasize the means and interpretations of psychological, psychiatric, educational, and other evaluations. It will attempt to help the teacher understand and make relevant the test specialists' report.

EXC 730—Diagnosis and Appraisal of Communication Disorders (5-0-5)

Instruments and procedures in diagnosing speech and language disorders.

EXC 732—Voice Disorders (5-0-5)

A study of the vocal mechanism and related disorders; therapeutic procedures for varying kinds of voice disorders are included.

EXC 734—Language Disorders in Children (5-0-5)

Methods of differential diagnosis and remediation of the major language disorders of children.

EXC 736—Language Disorders in Adults (5-0-5)

A study of speech and language disorders in adults, with emphasis on the pathology, evaluation, and treatment of aphasia.

EXC 737—Advanced Articulation (5-0-5)

A study of both functional and organically-based disorders of articulation, including etiology, diagnosis, and therapeutic procedures.

EXC 738—Aural Rehabilitation (5-0-5)

Rehabilitation principles and procedures involved in management of the hearing-impaired person, including speech reading, auditory training, management of hearing aids and other amplification systems.

EXC 739—Practicum I in Speech/Language Pathology (Residence) (0-15-5)

Supervised experience with a variety of communication disorders in the public school and on-campus clinic setting. The course includes the development of therapeutic programs, writing lesson plans, and conducting therapy with direct supervision.

EXC 740—Practicum II in Speech/Language Pathology (Nonresidence) (0-15-5)

Supervised experience with a variety of communication disorders in off-campus, nonpublic school settings. Approved settings may include hospitals, nursing homes, special day schools, and institutions.

EXC 741—Remedial Reading for the Exceptional Child (3-4-5)

First half of course consists of classroom instruction in procedures for teaching reading. Second half of course consists of tutoring an exceptional child in reading under the instructor's supervision.

EXC 754—Behavioral Intervention Procedures for Children (5-0-5)

To acquaint students with historical background, developments, concepts, definitions, terminology and techniques of behavioral intervention as well as application of such procedures.

EXC 755—Advanced Research and Readings in Special Education (5-0-5)

The students will be directed in research and readings in special education to deepen their knowledge of exceptional children and to draw conclusions from research to apply to

specific situations. Historical perspectives and current trends in special education will be emphasized.

EXC 760—Consultation with Parents and Professionals (5-0-5)

This course is designed to broaden the skills of the teacher of the exceptional child by improving communication with regular classroom teachers and parents of exceptional children.

EXC 770—Characteristics of the Learning Disabled (5-0-5)

Prerequisite: EXC 622 or equivalent.

The emphasis in this course will be on incidence, etiologies, prevailing characteristics, and family interactions of learning disabled children.

EXC 773—Independent Research (5-0-5)

Prerequisite: EDN 771.

Under the direction of a graduate faculty advisor, students conduct research relating to their professional interests and responsibilities.

EXC 775—Methods of Teaching the Learning Disabled (5-0-5)

Prerequisite: EXC 770.

The student will survey the various methods that have been developed to work with the learning disabled student, learn how the methods are applied, and design teaching strategies for individual learners based on the theoretical models.

EXC 780—Behavior Pathology in Children (5-0-5)

Prerequisite: EXC 622.

A study of the epidemiology, etiology, prognosis, and treatment of behavior disorders in children. An extensive examination of the social milieu will characterize the course.

EXC 781—Education of the Emotionally Disturbed (5-0-5)

Prerequisite: EXC 780.

The student will survey the various types of programs and approaches historically and currently in operation for the emotionally disturbed child. Emphasis will be placed on those programs within the public school setting.

EXC 785—Practicum I In Special Education (0-10-5)

Five hours to be taken among the first twenty-five hours of the student's program. During this time, the student will be required to interact with behavior disordered children a

minimum of ten clock hours per week in programs designed to ameliorate the disability.

EXC 786—Practicum II In Special Education (0-10-5)

Prerequisite: EXC 785.

Five quarter hours of individual studies under the direction of the student's advisor, or the advisor's designate. The student will be required to work with behavior disordered students for a minimum of ten clock hours per week. The program will be designed so that the student develops proficiency in a minimum of one treatment mode for behavior disordered children. The student will be expected to demonstrate expertise in planning, implementing, and continuously reevaluating his/her treatment approaches.

EXC 787—Practicum III In Special Education (0-10-5)

Prerequisite: EXC 786.

Five hours taken during the final quarter of the student's program. The student will be required to serve a minimum of ten clock hours per week in facilities designed for behavior disordered and/or multiple handicapped children. The student will be expected to have direct involvement in teaching exceptional children. A portion of this five quarter hours must be served in a residential facility.

EXC 788—Practicum (0-10-5)

Prerequisites: EXC 770 and EXC 775.

The student will be required to serve a minimum of ten clock hours per week in classes designed to teach identified learning disabled students. The student will be expected to have direct involvement in planning for and teaching learning disabled children individually and in small groups.

EXC 790—Seminar in Characteristics of the Mildly Handicapped (5-0-5)

The seminar will cover the causes and characteristics of the mildly handicapping conditions of behavior disorder, learning disability, and mental retardation.

EXC 791—Seminar In Methods for Working with Mildly Handicapped (5-0-5)

This methods course will prepare the teacher to plan effective remediation strategies for individuals and groups of children with mild behavior disorders, learning disabilities, and mental retardation.

EXC 792—Practicum in Working with the Mildly Handicapped (0-10-5)

The student will spend a minimum of ten hours per week planning for and teaching groups of children who are placed in inter-related classrooms, i.e., children with behavior disorders, learning disabilities, and mental retardation.

EXC 793—Special Education Administration (5-0-5)

A study of the role of leadership personnel within general and special education in planning and implementing comprehensive educational programs for exceptional students.

EXC 851—Clinical and Academic Treatment Decisions (5-0-5)

An advanced course in the pathology and treatment of behavior disordered and severely emotionally disturbed children. Case studies will be used to teach students how to plan interventions for the child's emotional and academic progress.

EXC 852—Group Dynamics, Discipline, and Special Topics (5-0-5)

A study of the effective use of group dynamics and discipline techniques to prevent and treat behavior disordered children in both resource and regular classrooms. Special topics such as medication and special treatment programs will also be studied.

EXC 861—Curriculum for the Learning Disabled (5-0-5)

An examination of various curricula and their implementation for the learning disabled. Matching task content to learner characteristics will be emphasized.

EXC 870—Current Issues and Trends in Special Education (5-0-5)

Prerequisite: EXC 755 - Advanced Research and Readings in Special Education.

Major issues and trends in identification and service delivery to exceptional children will be studied. The students will be directed to current literature for research and its applications in the classroom of emerging practices in the field.

Specialist Degree Programs**Faculty**

Nash, Charles R., Dean

Coordinators

Stokes, William; Secondary and Special Education

Ward, Paul; Elementary Education

Objectives

This program provides advanced study for qualified master teachers. It provides for additional professional leadership skills and abilities complimentary to a variety of educational and social agencies within the community. Activities and experiences will be oriented toward further developing:

- A. Command of advanced concepts and points of view, as well as knowledge and skills, in the area of specialization,
- B. The ability to exert leadership as well as willingness to accept responsibility in a variety of educational situations,
- C. Understanding of human development and learning and of the guidance functions demanded of the professional teacher,
- D. Competency in the utilization of research findings in education and related fields, and the ability to design and implement action research in these areas,
- E. Insight into the theoretical and foundational bases of teaching,
- F. Competency in the communication of ideas and facts,
- G. The capacity for humane, sensitive, critical inquiry and understanding into the nature of multicultural issues related to education.

Programs of Study

The Specialist in Education Degree (Ed.S.) is offered in the academic areas of:

Behavior Disorders
Early Elementary Education
English
Learning Disabilities
Middle School
Science
Social Studies

Degree Requirements

The course requirements for the Ed.S. degree are the completion of a program of study of forty-five quarter hours with at least a "B"

average. A minimum of twenty-five quarter hours in the Specialist in Education program must be in the instructional field. A committee appointed by the respective department head will plan the entire program-of-study. Each program will be individualized as much as possible considering each student's academic background and professional objectives. Each student is required to do an independent, research oriented study/practicum and must pass a final comprehensive examination.

Admission

Armstrong State College admits persons to the Ed.S. who demonstrate levels of educational development and achievement which are above the average. To this end, admission requirements that reflect previous educational orientation are established and a judgment of admission or rejection is made by a committee of the Graduate Faculty based on the applicant's achievement and educational development.

For Regular admission to the graduate program to pursue graduate work leading to the Specialist in Education Degree and the six-year certificate issued by the State Department of Education, the applicant must:

1. Possess or be eligible for the professional five-year certificate in the proposed field of concentration based on a Master's Degree from a regionally accredited institution.
2. Present at least a 3.25 GPA on all graduate work attempted.
3. Present scores on the Aptitude Test of the Graduate Record Examinations (minimum score of 1000 combined, and 430 quantitative and 390 verbal) or a Miller Analogies (MAT) score of 49 or above. National Teacher Examinations (NTE) scores taken after September 1, 1982, are not acceptable. NTE taken prior to this time may be considered provided the student has achieved 575 on the Common and a score above the 25th percentile on the teaching area examination.
4. Have had at least two years of experience in teaching or other appropriate school work.
5. Have three professional recommendations submitted.

Appeal Procedure

Students who do not meet admission requirements may submit a written request for review of his/her application to the Graduate Appeals

Committee through the Dean of the School of Education. The Committee will require the appealing student to submit additional evidence. Additional evidence may be submitted by the student and the institution and could include scores on other standardized tests and records of exemplary academic and professional achievement. The appeals committee will make a recommendation on admission to the President.

Transfer of Credit

Not more than ten (10) graduate specialist degree level hours may be transferred into the Armstrong specialist degree program. Transfer credit may be allowed only if a student was accepted into specialist degree study at the transferring institution at the time the credit was earned. Graduate work completed prior to admission to the Ed.S. degree program will not be counted toward meeting degree requirements. No grade below "B" may be transferred.

Application Deadlines

A formal application and all appropriate supporting documents, including official transcripts, standardized examination scores, letters of recommendation, etc., *must* be received by the Office of the Dean of the School of Education at least *20 working days* prior to the 1st day of class of the quarter in which the student plans to matriculate. *For fall quarter matriculation, all admission materials must be received by August 1st.*

Academic Standing

Any student whose cumulative graduate grade point average (GPA) falls below a 3.00 (B) average shall be on academic probation.

Any student whose cumulative graduate GPA falls below 2.50 at any time shall be placed on academic exclusion and not allowed to continue in the Ed.S. degree program.

Any student whose cumulative graduate GPA falls or remains below 3.00 upon, or after, the completion of 25 hours of the program-of-study for the Ed.S. shall be dropped from Ed.S. degree status and not allowed to continue in the Ed.S. degree program.

Time Limitation

A student working toward the Ed.S. degree must complete all requirements for the degree within a period of not more than six years from the date of admission. A typical program will take two to three years to complete.

Course and Residence Requirements

A program-of-study for the Ed.S. degree will include, at a minimum, 45 hours of academic course credit. At least half of the course credits must be taken in residence at Armstrong State College, and must include at least 10 hours of the professional core and at least 15 hours of the teaching area courses. Prior approval from the appropriate department head must be obtained for any non-residence course.

At least fifty percent of the courses for the Ed.S. degree must be taken at or above the 700 level.

Advisement

Close contact with the student's major professor is important in Specialist degree program. Once a program-of-study is developed, it is the student's responsibility to follow it and to secure the approval of the major professor, department and the dean for any changes desired. Consultation with the major professor is required prior to any registration.

Curriculum

The program consists of twenty quarter hours of professional courses and twenty-five hours in the respective teaching field. The following professional courses are required:

1. Special Topics in Curriculum 5 Quarter Hours
2. Leadership in Supervision and Administration 5 Quarter Hours
3. Special Problems in Educational Research 5 Quarter Hours
4. Thesis/Project/Internship/Practicum 5 Quarter Hours

Special Topics in Curriculum and Leadership in Supervision and Administration are taken early in the program as either a ten-hour sequence or as a ten-hour block. Special Problems in Educational Research and Internship are taken as part of the final ten or fifteen hours of the program. The applicant for the Education Specialist Degree will be guided by his advisor in selecting study of an independent or research nature and must satisfactorily complete this study prior to graduation.

The twenty-five hours in the teaching field consists of specialization or content courses appropriate to the student's educational objectives. Based upon a needs assessment, each program will be individualized in terms of the background and professional objectives of each student. Specialization or content courses, from

which students and advisors will choose 25 hours, may be found in the graduate departmental course listings in the earlier graduate section of the *Catalog*.

Admission to Candidacy

Upon completion of fifteen to twenty hours of earned credit, it is the responsibility of the student to see that an application for admission to candidacy is filed with the Dean of the School of Education. This application is a certification by the student's major professor and the Advisory Committee that the student has demonstrated the ability to do acceptable graduate work in the chosen field and has made normal progress toward the degree. Specific requirements for admission to candidacy are listed below:

- (a) Verification by the student to the Dean of the School of Education that the student holds an appropriate Georgia T-5 teaching certificate.
- (b) All admission requirements have been completed.
- (c) The program of study has been approved by the major professor, the Student's Advisory Committee, and the Dean of the School of Education.
- (d) An overall grade point average of 3.000 (unrounded) exists on all graduate courses taken since completion of the baccalaureate degree and also on all courses counted toward completion of the T-6 Program. No course with a grade *below* "C" can be accepted in the program of study at the T-6 level, and no more than two grades of "C" may be counted.

Certification

To be eligible for six-year certification, the student must have three years of acceptable teaching experience, must have completed an approved Specialist Program-of-Study, and must meet any other Georgia Department of Education requirements.

Final Clearance

All requirements for the degree must be completed and reported to the Registrar and Dean of the School of Education no later than one week prior to graduation. The student must be registered in the College during the quarter in which he completes requirements for graduation.

Comprehensive Examinations

Oral and written comprehensive examinations, to be taken by mid-term during the quarter of graduation, are required of all candidates for the Specialist in Education Degree. These examinations will be conducted by a committee consisting of the applicant's major professor, as chairman, and two other members of the Graduate Faculty.

Course Offerings

Courses required for the specialist degree are listed with the masters level offerings. Please consult your advisor for courses appropriate to specific emphases.

School of Health Professions

Repella, James, Dean

MASTERS LEVEL

Health Science

Faculty

Parsons, Dennis; Program Director
Beumer, Ronald; Biology Representative
Clark, Ed; Health Science
McCarthy, William; Business Representative
Hudson, Anne; Computer Science
Stokes, William; Education Representative
Ealy, Steve; Public Policy Representative

Objectives

The Health Science Program is designed to enhance the concept of health on behalf of individuals and the general public. The curriculum will emphasize health promotion, wellness and prevention rather than the curing of illness. The primary format will be an interdisciplinary approach which permits a more global view of health. More specific objectives are:

1. To teach individuals that behavioral change can occur through education.
2. To foster health, health promotion, and disease prevention;
3. To prepare competent, knowledgeable health educators; and,

4. To provide health practitioners the opportunity to gain expertise in the health related areas of education, administration, management, computer science, correctional science, or public policy.

Advisement

Each student admitted to the MHS program will be assigned an advisor. As soon as the student is notified of this assignment, a conference between the advisor and advisee should be arranged. This meeting will result in an approved program of study.

PROGRAM FOR THE DEGREE OF MASTER OF HEALTH SCIENCE

	Hours
A. Health Science Courses	40
1. HS 500, 550, 660, 670, 700	25
2. EDU 771	5
3. HS 790, 791 or HS 795	10
B. Concentration Courses	20
(one of the following areas in toto)	
1. Health Education	20
a. HE 500, 650	10
b. HE 700, 770	10
2. Computer Science	20
3. Education	20
a. EDN 741	5
b. EDN 632 or EDU 665	5
c. EDU 731, 750	10
4. Administration	20
a. BAD 661, 662	10
b. BAD electives	10
5. Public Policy	20
a. Three courses from: POS 601, 603, 618, 705	15
b. POS 750	5
TOTAL	60

OFFERINGS

Health Education Offerings

HE 500—Marketing Health—An Interdisciplinary Approach (5-0-5)

From the point of view of social scientists and business and health professionals, the selling of health using educational techniques is undertaken. The utilization of concepts of health into lifestyle is addressed. The Human Development model is used.

HE 650—Counseling and Health Care: Topics in Health Science and Developmental Crisis (5-0-5)

Coping mechanisms appropriate to recurring

problems in healthy living and developmental crises are elaborated. Using noninvasive counseling techniques, these mechanisms are offered for incorporation into lifestyles.

HE 700—Selected Topics in Health Education (5-0-5)

Psycho-social, political and economical barriers to healthy living are identified and attempts to overcome them made. Topics are selected on the basis of contemporaneity, persistence, and impact.

HE 770—Health Promotion through Physical Activity (5-0-5)

A study of the effects of physical activity on health enhancement and maintenance. Physical assessment methods, equipment and prescription regimes will be included. A holistic approach to health will be the basis theme of this course.

Health Science Offerings

HE 500—The Health-Illness Continuum (5-0-5)

Health and Illness are viewed not as ends of one continuum, but as two discrete continua. The course will focus on enhancement of health and elimination of illness/injury—as a function of lifestyle, and be taught from the perspective of "Human Development."

HS 550—Topics in Community Health (5-0-5)

Contemporary problems and issues regarding the enhancement of health and the elimination of illness/injury. Lifestyles and socio-political factors relative to optional health per age and groupings will be emphasized.

HS 660—Selected Topics in Illness/Injury and Rehabilitation—An Interdisciplinary Approach (5-0-5)

Contemporary problems of Illness/Injury (e.g., hypertension, stroke, accidents, carcinoma, substance/nutrition abuse), their therapeutic interventions, and their rehabilitation regimens are scrutinized. The Human Development model will be utilized.

HS 670—Selected Topics in Health—An Interdisciplinary Approach (5-0-5)

A discussion of the most recent findings which enhance health, and the incorporation of their findings into a lifestyle. Reduction of stress, exercise, nutrition, interpersonal relationships and other topics will be taken from the Human Development model.

HS 700—Political Sociology of Health Care: The Consumer, The Provider, and State, Local, Federal Policies (5-0-5)

An examination of the economic/political/social milieu in which health care exists. Constraints and demands of directing mores and legislation and their influences on lifestyles are identified and discussed.

HS 790, 791—Practicum I & II (1-8-5)

A two-quarter course giving the student opportunity to specialize or to become knowledgeable in a health, therapeutic, rehabilitation setting, or combination thereof. HS 790 is prerequisite to HS 791.

HS 795—Thesis (0-V-10)

Graduate Faculty Roster

Adams, Joseph
 Agyekum, Stephen
 Arens, Olavi
 Babits, Lawrence
 Battiste, Bettye Anne
 Beumer, Ronald
 Brewer, John
 Brooks, S. Kent
 Brown, Hugh
 Burgess, Clifford
 Burnett, Robert
 Cochran, John
 Coyle, William
 Cyphert, Daniel
 Dandy, Evelyn
 Duncan, John
 Ealy, Steven
 Easterling, William
 Galloway, Herbert
 Gross, Jimmie
 Guillou, Laurent
 Hansen, John
 Harbin, Mickie
 Harris, Henry
 Jones, James Land
 Kilhefner, Dale
 Killorin, Joseph
 Lanier, Osomos
 Lawson, Cornelia
 Magnus, Robert
 McCarthy, John
 Megathlin, William

Menzel, George
Munson, Richard
Murphy, Dennis
Nash, Charles
Newberry, S. Lloyd
Newman, John
Noble, David
Parsons, Dennis
Patterson, Robert
Pingel, Allen
Pruden, George
Raymond, Richard
Repella, James
Rhee, Steve
Richters, Stephen
Robbins, Paul
Robinson, Aurelia
Roth, Lorie
Shipley, Charles
Sims, Roy

Stephens, Jacqueline
Stevens, Linda
Stokes, William
Stone, Janet
Stratton, Cedric
Strozier, Robert
Tapp, Lawrence
Thorne, Francis
Ward, Paul
Warlick, Roger
Whiten, Morris

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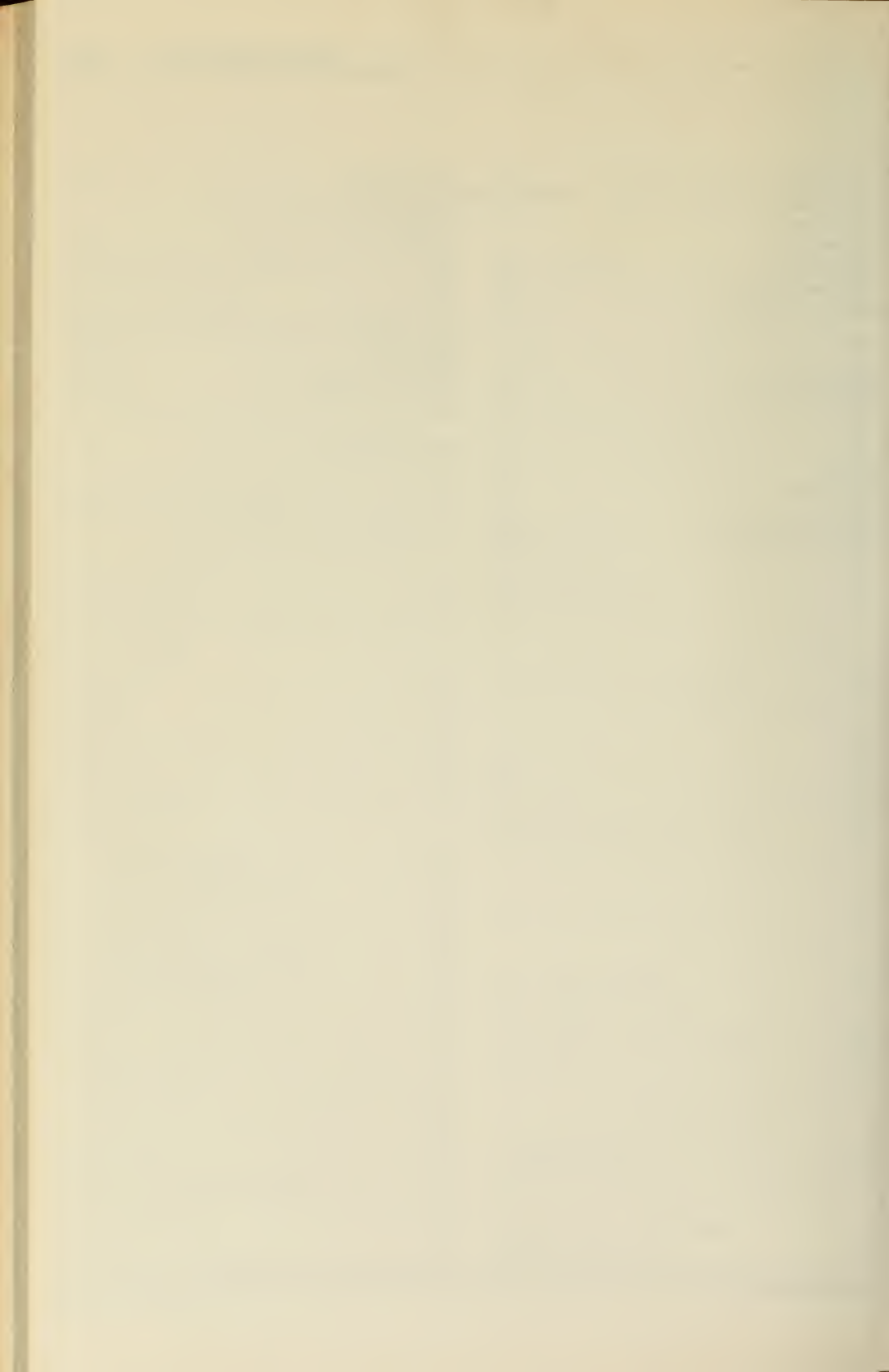
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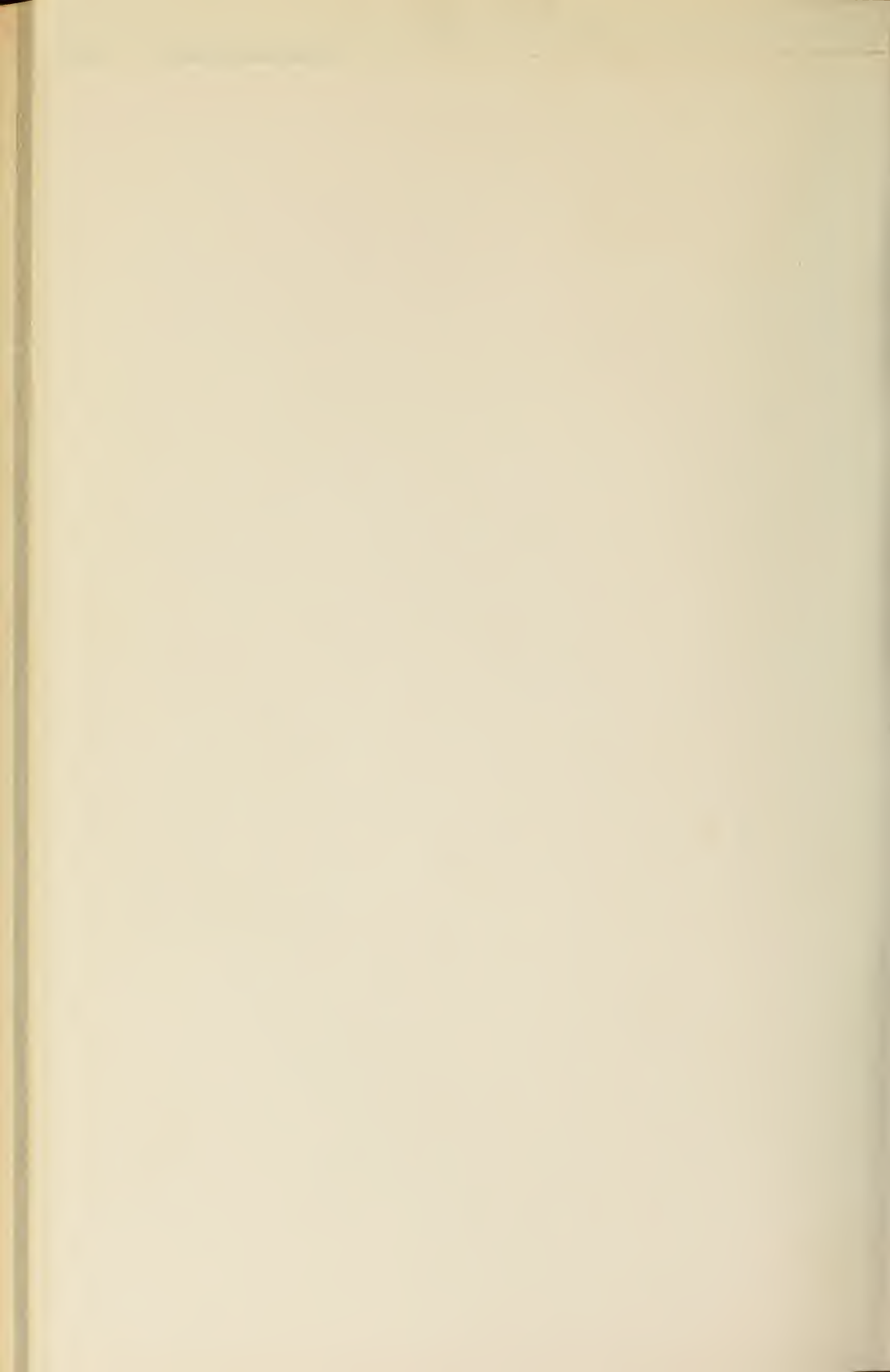
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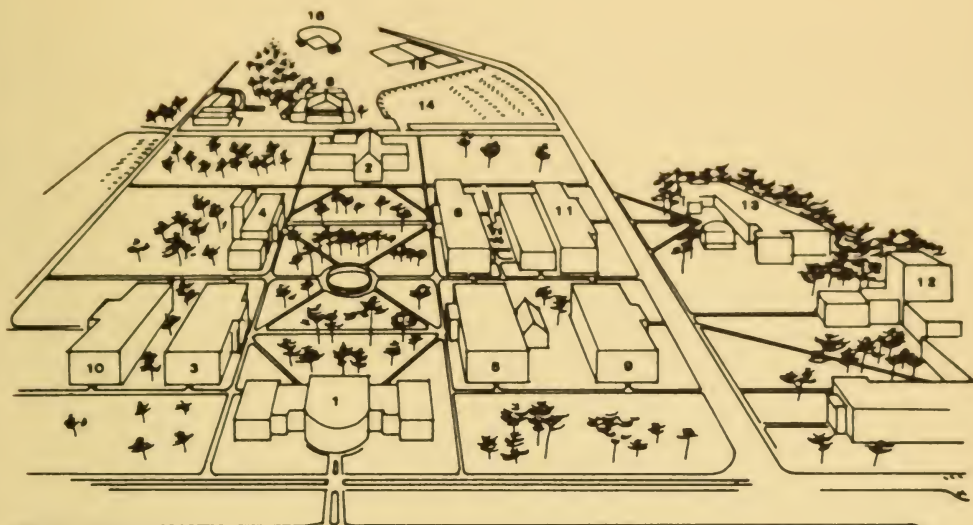
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- 1. Administration**
- 2. Lane Library**
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- 4. Jenkins Hall**
- 5. Hawes Hall**
- 6. Health/Physical Education**
- 7. Plant Operations**
- 8. MCC Annex**
- 9. Soims Hall**
- 10. Victor Hall**
- 11. Memorial Center**
- 12. Fine Arts Building**
- 13. Health Professions**
- 14. Student/Visitor Parking**
- 15. Tennis Courts**
- 16. Intramural Fields**

**Armstrong State College
11935 Abercorn Street
Savannah, Georgia 31419-7197**

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